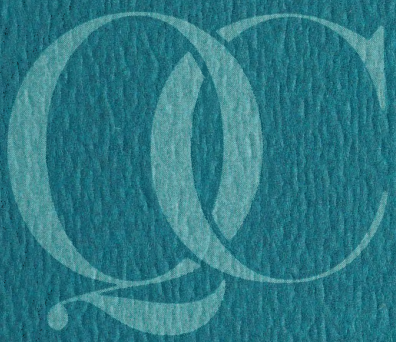

Queens College Bulletin/1968-69

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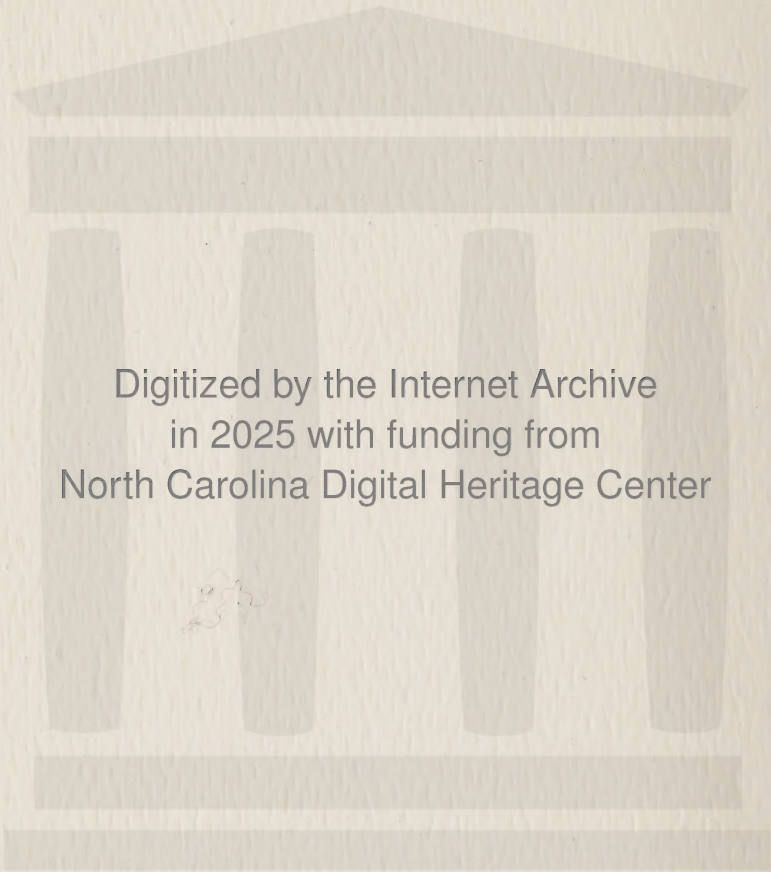

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Queens College Bulletin/1968-69

CATALOGUE ISSUE

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TO THE PROSPECTIVE STUDENT

Selecting a college is a two-way process involving the individual student assisted by her parents and guidance counselor, and the specific college in which she is interested. This catalogue acquaints prospective students with Queens College, its academic programs, history, tradition, facilities, and its co-curricular and social opportunities.

Although a personal interview is not required, Queens encourages applicants to visit the college. An appointment with one of the admissions counselors enables the student to ask questions, explore the campus, and talk with members of the student body and faculty.

Visitors can be better served if they make appointments in advance. The admissions office is open Monday through Friday from 8:30 a.m. to 5:00 p.m. From September through May, the office is also open Saturdays from 9:00 a.m. to 12:00 noon.

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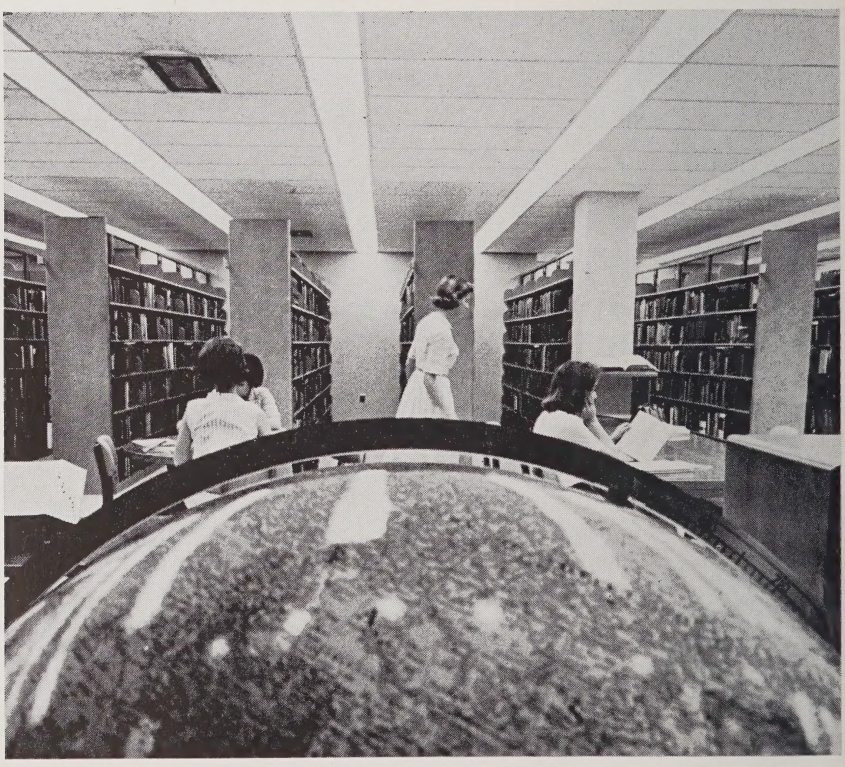
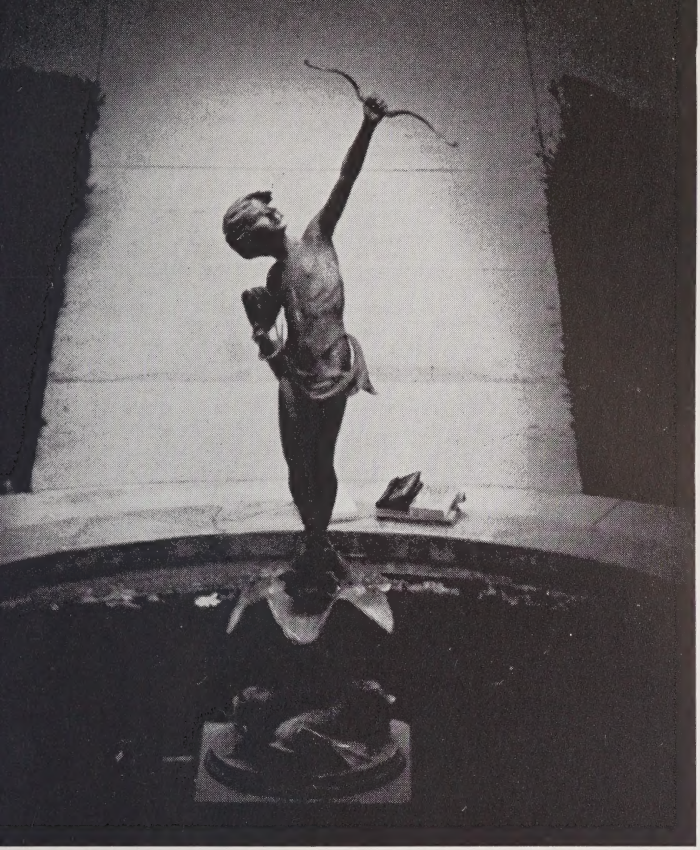
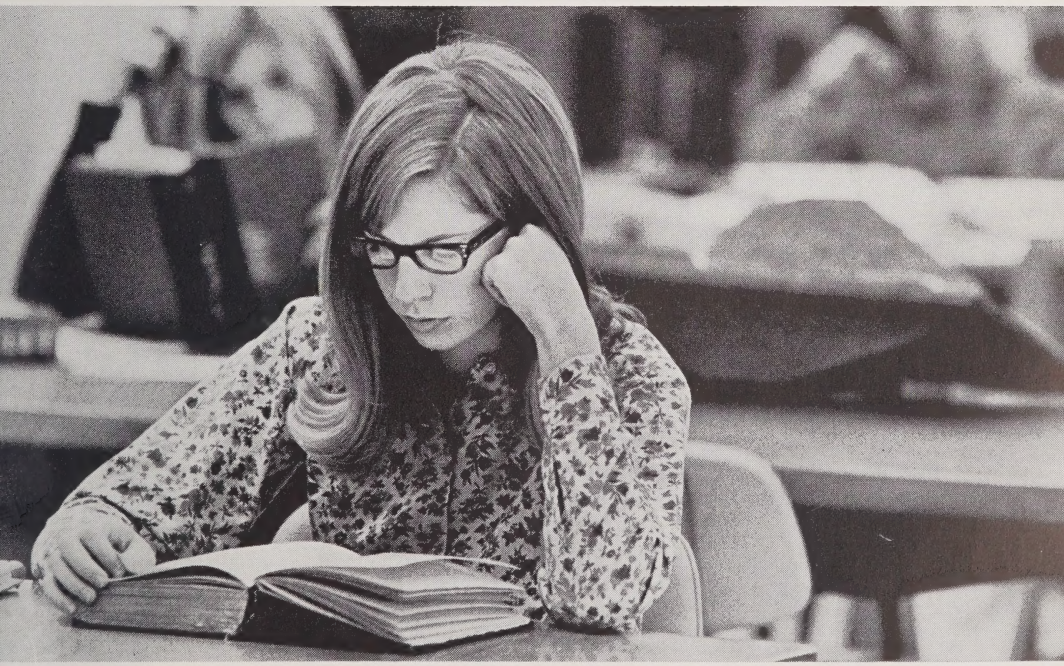






1

GENERAL INFORMATION

THE COLLEGE

Queens, located in Charlotte, North Carolina, is a church-related liberal arts college for women.

History It was founded in 1857 as the Charlotte Female Institute, then located on College Street. For five years after 1891 it was called the Seminary for Girls, and upon affiliation with the Presbyterian Church in the United States in 1896, was known as the Presbyterian College for Women. In 1912, anticipating the move to its present campus in the Myers Park residential area in 1914, it became Queens College.

That name revived pre-revolutionary traditions, for in 1771 a group of North Carolina colonists applied for a royal charter for Queens College in the town of Charlotte which was named for the British queen, Charlotte of Mecklenburg. The Crown refused the petition, doubting the wisdom of creating an institution to perpetuate non-conformist theories of government favored by Scotch-Irish Presbyterians, many of whom settled in Piedmont Carolina. Under the unusual title of Queens Museum, however, a school was chartered in 1773. During the Revolution, the school was in sympathy with the colonial cause, and its name became Liberty Hall Academy. The academy's post-Revolutionary history is sketchy, but in 1821 the Male and Female Academy Corporation came into existence to operate the Liberty Male Academy and the Charlotte Female Academy which was the precursor of the Female Institute.

Since 1930, when it merged with Chicora College of Columbia, South Carolina, Queens has been owned jointly by the Presbyterian Synods of North Carolina and South Carolina. Each synod supports the college and elects members of its Board of Trustees. The board is composed of business, professional, and religious leaders from the two Carolinas and beyond, and is responsible for the total program at Queens.

Purpose As a church-related liberal arts college for women, Queens has certain educational purposes which determine the curriculum,

teaching methods, selection of personnel, and the quality of collegiate life.

Queens understands the liberally educated person to be one who possesses the skills of learning, thought, communication, and judgment; seeks the rewards of personal discipline in a free society; and is engaged in a life-long pursuit of personal, social, aesthetic, and religious commitments. The Queens program seeks to develop these skills in a free social context which supports personal discipline within a community of contagious commitment to scholarship. While course work for all students includes broad common elements, Queens requires each to pursue an area of inquiry in sufficient depth to acquire confidence and sophistication in its method and literature. The baccalaureate degree recognizes four years of accomplishment and is also a symbol of what can be expected of graduates in the future.

As a church-related college, Queens fosters Christian ideals and places importance on the attitudes and loyalties of its members. This emphasis involves the cultivation of an atmosphere of personal responsibility and participation in collegiate, civic, and religious communities while minimizing regulations and requirements.

To develop the intellectual and leadership potential of each student, Queens takes advantage of the educational opportunities available in a woman's college; thereby, it seeks to prepare graduates for their many responsibilities and opportunities in modern society. While cooperating with coeducational and men's colleges within the Charlotte area, and while providing social opportunities for its students, Queens assumes that American higher education requires specialized colleges to meet various student tastes and needs.

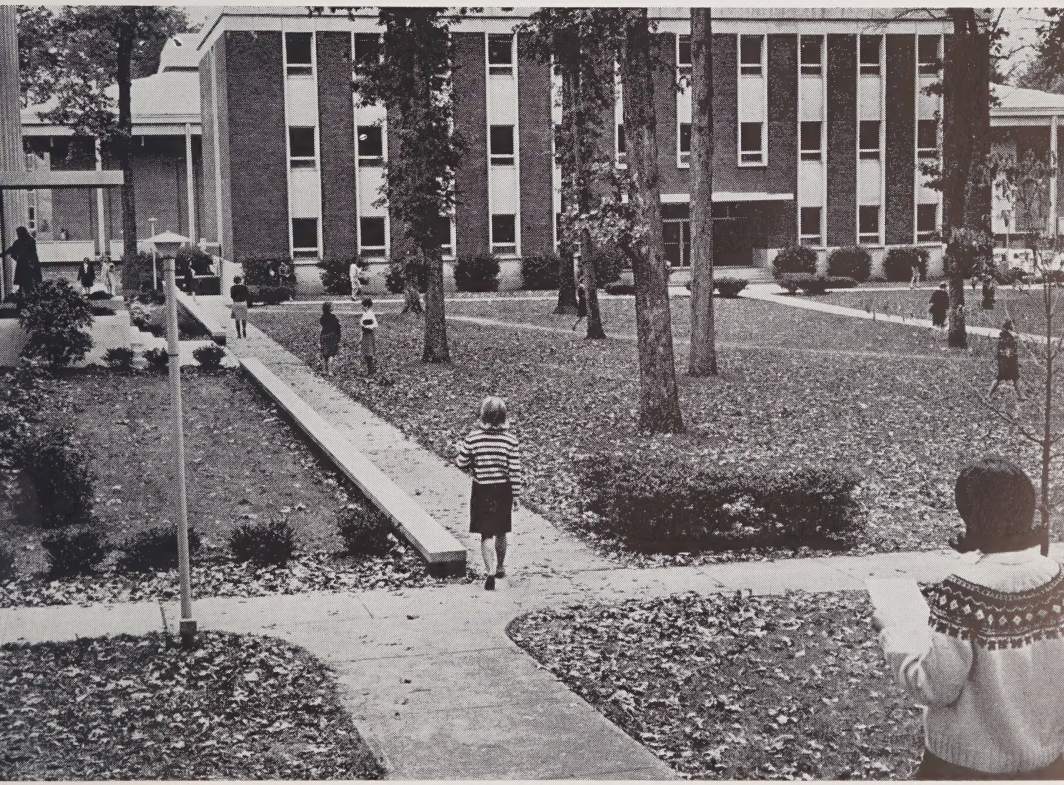
Since Queens is a small college, it is possible for each student to be known by name and personality, to receive individual attention in program planning, and to have an educational experience which includes participation in student government and cocurricular activities.

THE CAMPUS

Queens College is located on a 35-acre wooded campus in the Myers Park area of Charlotte and is bounded by Selwyn, Radcliffe, and Wellesley Avenues. The Georgian buildings constructed in 1914 when the college was moved to this site have been extensively remodeled and continue in use. Their architectural motif of red brick with white trim has been incorporated in the more modern buildings.

Burwell Hall

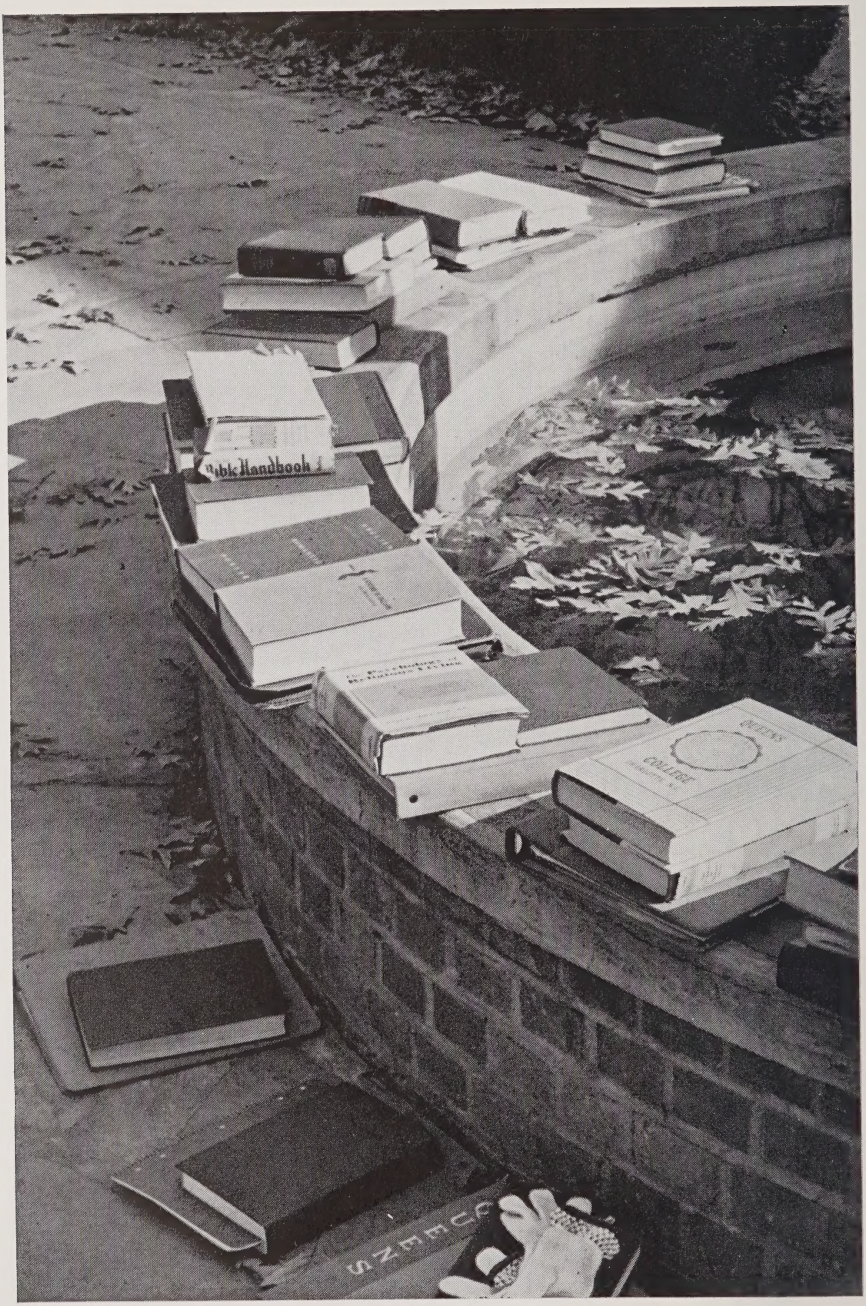
Burwell Hall, 1914, is the focal point of the campus facing Selwyn Avenue. The building, in addition to housing the administrative offices, has parlors which serve as a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from



1857 to 1872; and his wife, Margaret Anna Burwell, was teacher and principal.

Everett Library

Everett Library, 1960, is the center of the campus facing Radcliffe Avenue. It honors Herschel Hill Everett and his wife, Cornelia Nisbet Everett. Mr. Everett, a trustee, has served as acting president, 1953-1954; and chairman of the board, 1952-1967. The library houses the present collection of 56,000 volumes and has a potential capacity for 200,000. It is an open stack library with conference rooms, lounges, student and faculty carrels, and microfilm equipment. The large mosaic tile mural on the facade depicts the areas of knowledge available within the liberal arts college.


Bible Handbook
QUEENS
COLLEGE

Belk Chapel Belk Chapel, 1950, was a gift made to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39 rank organ, seats 750, and is used for weekly chapel services.

E. H. Little Fine Arts Center The E. H. Little Fine Arts Center, 1966, contains the Suzanne Trezevant Little Recital Hall, the Charles A. Dana Auditorium, studios, practice rooms and classrooms for music and drama. Convocations, concerts, recitals, plays, and lectures are scheduled in the auditorium, which seats 1000. Major donors of this facility were E. H. Little and Charles A. Dana.

Dana Classroom Building The Dana Classroom Building, 1961, honors Charles A. Dana, a generous benefactor of Queens College, and contains a large lecture hall, a language laboratory, classrooms, and seminar offices designed for small, informal classes.

Walker Science Building The Walker Science Building, 1966, with its laboratories, classrooms, and research facilities for biology, chemistry, and physics, honors Dr. and Mrs. Edwin R. Walker. He is Queens' former president and current chancellor.

McEwen Hall McEwen Hall, 1914, was renovated in 1967 to provide 20 spacious classrooms and a number of faculty offices. It is named for Dr. Mildred Morse McEwen, alumna and a member of the Queens faculty since 1924.

Morrison Hall Morrison Hall, 1927, is named for its donor, Mrs. Cameron Morrison, and includes a large dining hall, kitchen, auxiliary rooms, and dormitory facilities.

Jernigan Student Center Jernigan Student Center, 1914, was completely renovated in 1963. It comprises the post office, bookstore, snack shop, lounges, and offices for student government and student publications. Charlton Coney Jernigan was president of Queens from 1951 to 1953.

Ovens Physical Education Building Ovens Physical Education Building, 1954, includes a large gymnasium, classrooms, a dance studio, and an Olympic-size swimming pool. David Ovens, business executive and merchant, was a Queens trustee and benefactor.

Carol Hall Carol Hall, 1957, was the gift of Irwin Belk, Queens trustee, and is named in honor of his wife, Carol Grotnes Belk. Located on Queens Road, this handsome private home was remodeled and now houses the art department and exhibition galleries.

Tillett, Blair, Stultz Buildings Three other academic buildings are called Tillett, Blair, and Stultz. They are respectively named for Miss Laura A. Tillett, emeritus professor of English; Dr. Elizabeth H. Blair, former dean of instruction; and Mr. and Mrs. W. Z. Stultz, donors.

Irwin-McKay Infirmary The Irwin-McKay Infirmary, 1958, was the gift of Thomas M. Belk and his wife, Katherine McKay Belk, honoring Dr. John R. Irwin, Dr. Hamilton W. McKay, and Dr. Henderson Irwin. It provides 12 hospital beds, rooms for consultations and treatment, and quarters for resident nurses.

Residence Halls Queens' seven residence halls provide for 800 students and seven resident counselors.

Long and Watkins, 1914, house 72 students each, and are named for Miss Lily W. Long, who served the college for half a century and was herself president from 1891 to 1899; and for Miss Mildred C. Watkins, member of the faculty from 1895 to 1909.

Belk, 1954, (88 students), honors Mrs. William Henry Belk, alumna, trustee, and benefactor; it was a gift to Queens from Mrs. Belk's children.

Harris, 1960, (140 students), honors James J. Harris, vice-chairman of the Board of Trustees, and his wife, Angelia Morrison Harris.

Wallace, 1962, (108 students), honors Mr. and Mrs. J. M. Wallace and family. Mrs. Wallace is an alumna, and J. Mason Wallace, Jr., is a college trustee.

Albright, 1964, (142 students), is named in honor of Miss Thelma Albright, formerly dean of students, and a long time faculty member at Queens.

Barnhardt, 1965, (142 students), honors Mr. and Mrs. William H. Barnhardt; Mr. Barnhardt is a member of the Board of Trustees.

Other Buildings

The campus includes three duplex lodges for sororities, a continuing education building, a power plant, and maintenance shops. Several college residences are adjacent to the campus.

STUDENT LIFE

Queens College is aware that a major part of a student's education takes place outside the classroom in day-to-day living experiences and campus activities. Through group participation and interaction the student comes to know herself as an individual, to realize her potential, and to be a creative member of the college community. To stimulate this process the college seeks a diversified student body representing varied religious, racial, economic, and geographic backgrounds, academic ability, and interests. It also encourages student initiative and responsibility through student government, the honor system, organizations, and activities, and social and special events.

Student Government

Queens considers experience in self-government essential to the development of student freedom and responsibility. The stated purpose of the Student Government Association is: to foster self-government, to administer rules of government, to enact legislation governing student life, and to carry out the program of student activities.

Upon registration every student becomes a member of the Student Government Association and is expected to uphold the regulations and standards of this governing body. The organization and regulations of student government are outlined in a special handbook sent to new students.

Honor System

Before admission to Queens each student promises to uphold the Honor System of the Student Government Association. In doing so, she commits herself to responsible membership in a community which places high value on mutual trust and honor. The Honor System provides the basis for all college regulations. Its three fundamental principles are: that a student shall be truthful; shall respect the property of others; and be honest on tests, examinations, term papers, and all work assigned by teachers.

The Judicial Board investigates alleged violations of the Honor Code and in rendering judgments considers the best interests

of the student and the college community. When violations have been proved, the board may recommend suspension from college, but it considers this discipline the most severe, and strives to render judgments which will have a positive influence on the student's development.

COCURRICULAR ACTIVITIES

Clubs and Organizations

Queens students find numerous opportunities to pursue their interests and develop new ones through organizations and activities. Some of these organizations extend curricular interests. Among these are the Art Club, Biology Club, Chemistry Club, French Club, German Club, Psychology Club, Russian Club, Science Seminar, Spanish Club, and Student National Education Association.

There are five honorary organizations: Orb and Sceptre, which recognizes college leadership; Sigma Mu, which recognizes scholarship; Valkyrie, sophomore leadership and citizen-

ship society; Sigma Upsilon, national organization for writers; and Delta Omicron, international music fraternity for women.

Students interested in music may audition for the Queens College Concert Choir.

Social organizations include five national sororities: Alpha Delta Pi (Beta Iota Chapter); Alpha Gamma Delta (Gamma Gamma Chapter); Chi Omega (Theta Gamma Chapter); Kappa Delta (Alpha Omicron Chapter); and Phi Mu (Gamma Chapter).

Other organizations include The Queens Players, Terpsichorean Club, The Ski Club, Tennis Club, Dolphin Club, Young Democrats, and Young Republicans.

Publications Students who enjoy writing and journalism may use their talents in the student publications: *Coronet,* the yearbook; *Queens Current,* the bi-weekly newspaper; *Signet,* the creative writing magazine; *The S.G.A. Bulletin,* a weekly calendar of events; and *Swatches,* a book containing the pictures of all entering students. Work on the staffs of these publications provides valuable experience for interested students.

Community Projects Queens students also have ample opportunities to participate in community projects. Among these are a tutoring program for underprivileged children, volunteer hospital work, scouting, and church activities.

Religious Life Queens College is related to the Presbyterian Church in the United States and seeks to develop a sense of religious concern as a vital part of personal growth. The Queens Christian Association and the Chapel Committee provide regular chapel services, vesper programs, dormitory devotions, and lectures in theology. The association also sponsors Faculty Firesides and a coffeehouse which afford students and faculty an opportunity to discuss informally issues of vital concern.

Social Life Queens students enjoy a well-balanced social life. The Social Committee of the Student Government Association in cooperation with sororities plans dances, weekend activities, and other events arranged with nearby colleges for men.

Honors and Awards

Students who exhibit outstanding qualities of leadership and scholarship receive recognition through a number of honors and special awards. In addition to membership in the campus honorary organizations, there are the special scholastic honors of Dean's List, Commencement Marshals, and graduation with honors. Each year approximately 15 seniors are named to *Who's Who Among Students in American Universities and Colleges*. One member of each graduating class receives the Algernon Sydney Sullivan Award in recognition of her service to others. Numerous campus groups give awards at the annual Awards Day convocation.

RESIDENCE REGULATIONS

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook*. Regulations which may be of particular interest to entering students are as follows:

Alcoholic Beverages

Possession or use of alcoholic beverages is prohibited on campus and at college functions.

When away from the campus, students are expected to conduct themselves as representatives of Queens and to uphold the standards of the college.

The Resident Student Council and the Day Student Council determine when a student's conduct violates these regulations and principles and what the appropriate discipline shall be.

Automobile Regulations

Because of restricted parking facilities, only seniors and juniors who have and maintain a 1.5 cumulative grade average may have and use cars on campus. Students receiving scholarship aid beyond token grants are not permitted to have cars on campus.

Dormitory Hours Dormitories are opened at 6:30 a.m. each morning and closed at 12:00 midnight Sunday through Thursday; and on Friday and Saturday the closing time is extended one hour. Special permission for exceptions may be requested from the dean of students office.

Study Hours Freshmen observe a closed period of study from 7:00 to 10:00 p.m. Monday through Thursday. That period is to be spent in the dormitory, the library, the language laboratory, or the physical education building. Special permission for exceptions may be requested from the dean of students office.

Permissions from Home Queens seeks to honor student freedom which is necessary to develop self-discipline, and to recognize parental responsibility. Therefore, parental permission is required if a student wishes to be away from college overnight at places other than her own home and the homes of Queens College students.

SPECIAL SERVICES

Academic Counseling

Each student has a faculty advisor. With his advice and help the student selects courses which will best meet her needs and fulfill degree requirements, chooses a proper sequence in a major field, and pursues her special interests and abilities.

Selected faculty members serve as freshman advisors. When a student selects her major, she transfers to a faculty member in her area of concentration. Advisors schedule conferences with students at regular intervals and are available for consultation at other times by appointment.

Student Health Service

The health program at Queens is under the supervision of the college physician and the dean of students. Annual health reports filled out by the family physician are required of all students. A twelve-bed infirmary is maintained for student out-patients and bed patients with minor illnesses. Graduate nurses are on duty and the college physician has regular consultation hours.

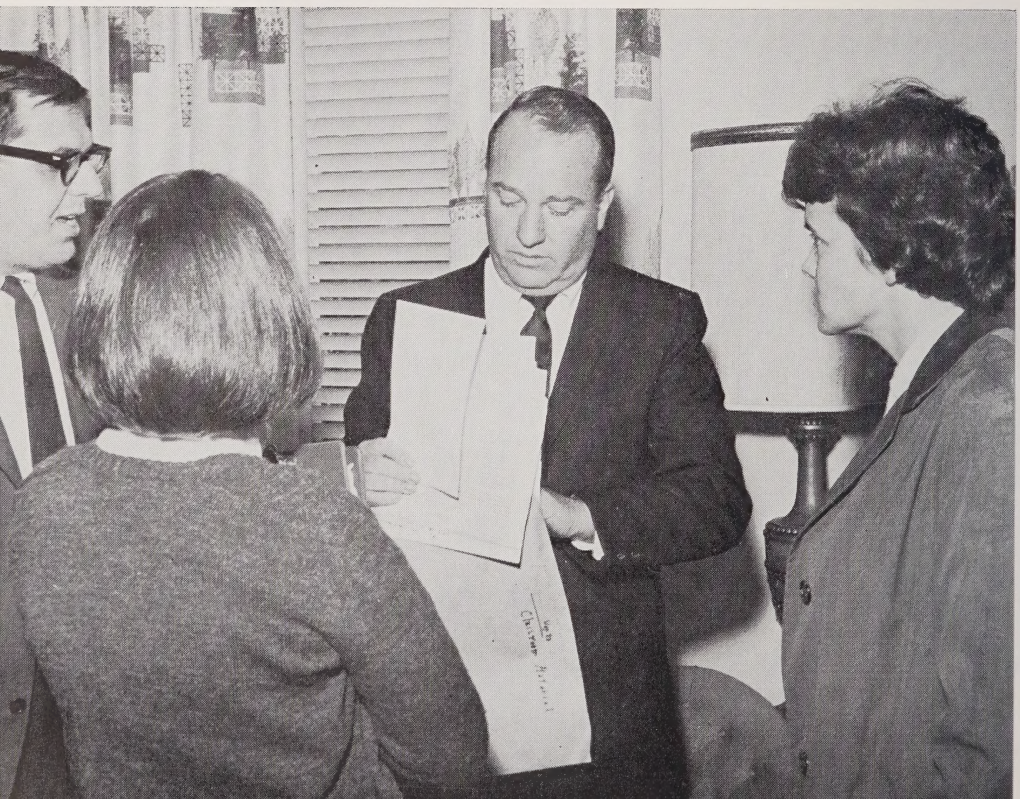
In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the student's parents.

Infirmary bed patient service is provided for resident students only. Infirmary services are free of charge except that when consulting physicians are called into the case, the student pays his fee and the cost of special medicine.

Queens retains the limited services of a psychological counselor. Students in need of counseling may be referred for such counseling by the college physician, dean of students, dean of the college, or the chaplain.

Placement Office

Queens provides a placement service for students and alumnae and maintains an active register of positions available. Seniors are urged to complete their dossiers before leaving the campus so that cumulative records on all students may be maintained, and biographical information, academic records, and personal recommendations provided to prospective employers.



Lectures, Concerts, and Special Events

Lectures, concerts, recitals, films, and special events enrich the academic program at Queens. The Public Events Committee schedules a balanced series of lectures and concerts each semester. Guest speakers often spend several days on campus for formal lectures, class visits, and informal meetings with students. Faculty recitals are a regular part of the college music program.

Traditional events such as the Boar's Head Christmas Dinner, the Yule Log Ceremony, Sophomore Parents Weekend, Dolphin Club Water Show, and May Day highlight the year.

Programs sponsored by off-campus groups are frequently scheduled at Queens and are open to students.

The City of Charlotte provides many cultural, athletic, and entertainment events frequently attended by Queens students. Student tickets are regularly available through the office of the music department for programs by the Charlotte Symphony, the Little Theatre, the Oratorio Singers, and the Charlotte Opera Association.

Guest Lecturers 1967-68

Judith Crist, New York film and theatre critic

Harold G. Cassidy, Professor of Chemistry, Yale University, Danforth Lecturer

The Honorable Jerome Patrick Cavanagh, Mayor of Detroit, Michigan

Tiwo O. Dosumu-Johnson, Liberian Ambassador to the United Nations, Danforth Lecturer

Samuel S. Hill, Department of Religion, University of North Carolina at Chapel Hill

Robert Martin, Associate Director, Fund for Theological Education, Inc., Princeton, New Jersey

Nelle K. Morton, Associate Professor of Religious Education, Drew University, Madison, New Jersey

Godfrey Sperling, journalist with the *Christian Science Monitor*

Visiting Artists 1967-68

BEVERLY WOLFF, Mezzo-soprano
DAVIDSON MALE GLEE CLUB
DIE KAMMERMUSIKER AND THE RIVERSIDE SINGERS
IOWA STRING QUARTET
LLORD'S INTERNATIONAL, Marionette Theatre
JOSE MOLINA AND THE BAILES ESPANOLES

Fine Films

A Glass of Beer
Duck Soup
Film Histories
George and the Dragon
Juliet of the Spirits
L'Avventura
Lazarillo
Making a Living
My Name Is Ivan
Nights of Cabiria
Siberian Lady Macbeth
Smiles of a Summer Night
Shoot the Piano Player
The Clever Dummy
The 400 Blows
The Magician
The Man Who Walked Through the Wall
The Red Desert
Ugetsu

Queens Players Drama

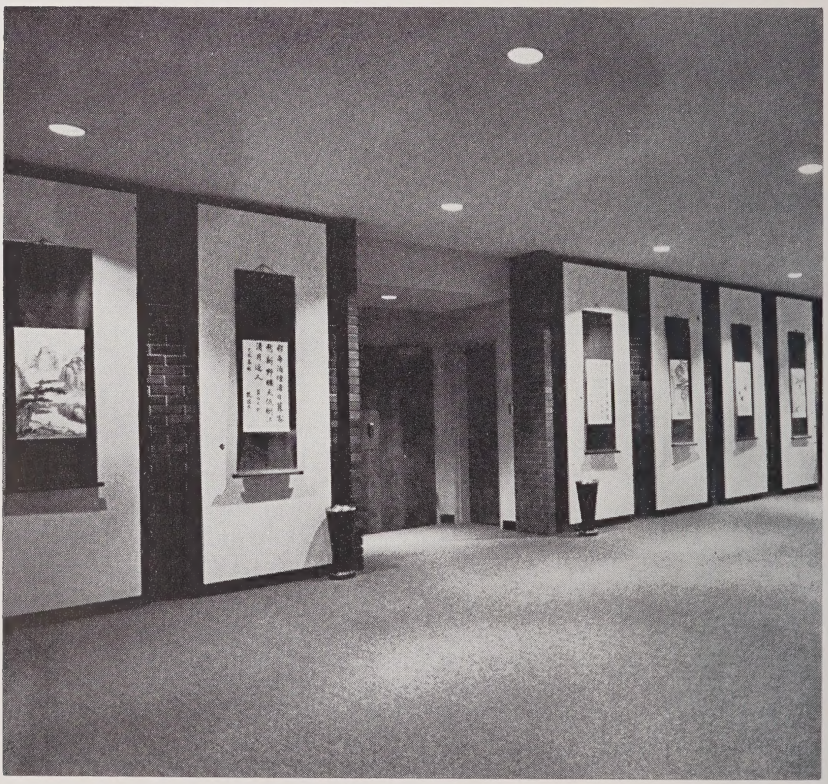
The Good Woman of Setzuan, a parable for the theatre, by Bertolt Brecht
The Women, by Clare Booth Luce

Faculty Recitals

Richard Bunger, Composer-Pianist
Derry Deane, Roger Drinkall, Violin-Cello Duo
Joseph E. Lammers, Pianist
John D. Morrison, Organist
George A. Stegner, Pianist
Harriette Line Thompson, Pianist

Art Exhibitions

European Print Show
Faculty Shows
Gail Kersey Show
Japanese Children's Art
José Fumero Show
London Grafica Show
Mario Cooper Show
Student Shows
Thom O'Conner Show
Walker Collection



2
THE ACADEMIC PROGRAM

ADMISSIONS

Queens seeks students from differing cultural, economic, racial, religious, and geographical backgrounds, and encourages qualified high school graduates to apply for admission. In evaluating an application, the Committee on Student Qualifications considers the quality and amount of college preparatory work, test scores, recommendations concerning the applicant's character and personality, and the student's own stated objectives.

Subject Preparation

Students expecting to attend Queens College should take a strong academic high school program leading to a secondary school diploma and including 16 units of college preparatory subjects. Well-qualified students with fewer than 16 academic units are given consideration.

Subjects required for admission are English (4 units), algebra (2 units), and geometry (1 unit). Other academic courses should be selected from the natural sciences, foreign languages, history, and additional courses in mathematics or literature. Queens prefers applicants to take as many years of one foreign language as her school offers.

Students are encouraged to acquire typing and note-taking skills before entering college.

Test Requirements

As a member of the College Entrance Examination Board, Queens requires all applicants to take the Scholastic Aptitude Test and the English Composition Achievement Test during their senior year, unless admitted under the Early Decision Plan. An applicant should take a foreign language achievement test and one other achievement test in an area of her choice. The results of the SAT and the English Composition Achievement Test are considered by the Committee on Student Qualifications. The other achievement test scores are used for placement purposes only.

If a student has taken more than one foreign language, she should take the achievement test in the language which she plans to continue in college.

Applicants wishing to take these tests should register with the College Entrance Examination Board one month before the announced examination date. Further information may be obtained from high school counselors or the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701.

The following dates have been selected for the nation-wide administration of these tests: November 2, 1968 (SAT only); December 7, 1968; January 11, 1969; March 1, 1969; May 3, 1969; July 12, 1969.

Entrance Procedures

These procedures are to be followed by all students applying for admission:

1. An application for admission is attached inside the back cover of this catalogue. An applicant should submit this form to the admissions office with the non-refundable $15 fee in the fall of her senior year of high school and no later than February 15 of the year of expected entrance. A student desiring scholarship or loan assistance should indicate her need when applying. Further details regarding financial aid may be found on pages 137-145 of this catalogue.

2. Upon receipt of the application, the admissions office will send the candidate personal data and honor code forms which should be completed and returned immediately.

3. The applicant should request the College Entrance Examinations Board to send the results of all her tests to Queens College.

4. The college will write for a transcript of credits and for recommendations from the high school and the applicant's minister. A student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.

5. The Committee on Student Qualifications will act upon an application after the following items have been received and reviewed: personal data form, high school transcript, recommendations, College Entrance Examination Board test scores, first semester senior grades, and the signed honor pledge. The

candidate will be notified of the committee's decision by April 15.

6. Health forms will be sent as soon as an applicant has been approved for admission. These forms should be filled out by a physician and returned to the college before July 15 of the year of entrance.

7. Following notification of acceptance the applicant makes an initial deposit of $150 ($50 for commuting students) to reserve a place in the entering class. This deposit should be sent as soon as possible and not later than May 1. It is credited to the total fees for the year and is non-refundable.

8. Admission to Queens College is contingent upon receipt of a satisfactory health report following notification of acceptance and the satisfactory continuation of the applicant's citizenship and academic work through the completion of the school year. Applicants undergoing psychiatric care or psychological counseling at the time of matriculation will not be permitted to enroll at Queens.

9. An applicant should promptly report any change of address, transfer to another secondary school, or intention to withdraw her application.

10. Detailed information will be sent during the summer prior to entrance concerning rooms, orientation, and the date of arrival on campus.

Early Decision Plan

Queens participates in the Uniform Early Decision Plan. The plan is designed to reduce the necessity for well qualified students to file multiple applications and to reduce anxiety regarding acceptance by the college of their first choice.

Applicants using the Early Decision Plan must take the required College Entrance Examination Board tests prior to their senior year. It is recommended that the Scholastic Aptitude Test be taken in March and the achievement tests in May of the junior year.

Provisions of Early Decision Plan:

1. The student agrees to apply only to Queens College until a decision is reached under the Early Decision Plan.

2. The student agrees to submit to Queens College by October 15 her application for admission and for financial aid if aid is needed.

3. The college agrees to render a decision on admission and financial aid, if aid is requested, by December 1.

4. If accepted by Queens, the student agrees to notify the college by December 15 of her decision regarding matriculation and to make the $150 initial deposit.

5. If a specific decision of acceptance or rejection is not made by December 1, the college agrees to notify the candidate that her application will be guaranteed unbiased consideration under Queens College's regular admission plan and agrees to free the candidate to apply to other colleges.

6. The college agrees not to require the accepted candidate to take further admissions tests if she commits herself to matriculate and makes her deposit.

Campus Visits

Although a personal interview is not required, Queens encourages the prospective student and her parents to visit the campus. The admissions office is open Monday through Friday from 8:30 a.m. until 5:00 p.m. throughout the year, and on Saturdays from 9:00 a.m. until 12:00 noon from September through May. Applicants should write or phone (704-332-7121 Ext. 212) for an appointment.

Admissions counselors visit many high schools and preparatory schools during the fall and winter months to inform guidance counselors about Queens and to obtain information about secondary schools. They welcome the opportunity to talk with interested students if permitted by school policy.

Alumnae Representatives

Selected alumnae in a number of areas and cities are available for conferences with students and their parents. The names and addresses of these alumnae representatives may be found on pages 167, 168 of this catalogue.

Advanced Placement

Queens participates in the Advanced Placement program of the College Entrance Examination Board. A student may request advanced placement with college credit based on the completion of high school advanced placement courses and/or the Advanced Placement examinations. An achievement score of four or five and specific recommendation for college credit by the secondary school are required before the request is considered.

Transfers from Other Colleges

Transfer applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work, credits earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses in which the student has made a grade of C or higher. A maximum of 66 semester hours from an accredited junior college will be accepted.

The procedure for applying is the same as that outlined on page 34, including the submission of Scholastic Aptitude Test scores.

Readmission of Former Students

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for readmission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Student Qualifications will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$150 for resident and $50 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

Non-Degree and Part-Time Students

Occasionally the college admits commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details the applicant should confer with the director of admissions. Part-time students are rarely admitted for the regular session.

Students who are not degree candidates and are completing requirements for teacher certification are required to complete one semester, full-time, at the college before registering for student teaching (Education 442, 444).

Orientation

Prior to fall registration there is an orientation program at which attendance is required of all new students. This program acquaints students with the academic and social phases of college life, and introduces them to the community in which they will live for four years. Freshmen meet their academic advisors, roommates, and upper-class student advisors and visit points of interest in Charlotte.

During this period, tests are given to assist in the advising of students concerning their academic programs. Conferences are scheduled with faculty advisors who help freshmen plan their programs.

DEGREE REQUIREMENTS

Degree Programs

Queens College offers two degree programs: the bachelor of arts and the bachelor of music. Areas of concentration for the former include art, biochemistry, biology, chemistry, economics, French, German, history, Latin-American studies, literature, mathematics, music, philosophy, physics, political science, psychology, religion, Russian studies, sociology, and Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification.

The bachelor of music degree offers concentration in applied music (piano, organ, strings, or voice) and in music education (for teacher certification).

Degree Requirements

The requirement for graduation is a minimum of 120 semester hours in academic courses with a cumulative quality point average of 1.000 in all work taken and in the major field of concentration, and a minimum of four credit hours in physical education. At least 42 hours must be in courses of the 300 level or higher. Every degree candidate must complete two semesters at Queens College as a regular student. She must also complete the last 30 semester hours of her academic program at the college.

Though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree.

Educational Program

The educational program leading to a degree is composed of four interrelated parts: a program of basic requirements; a field of concentration; a program of elective hours; and a program of physical education.

Basic Requirements

Basic requirements, totaling 54 to 66 hours, represent a range of study deemed necessary for the liberally educated person. Most of these courses will be completed during the first two years; however, some may be scheduled in the junior and senior years.

Group		Semester Hours
I.	English Composition	6
II.	History of Civilization	6
III.	Selected from any two of the following fields of study: physics, chemistry, biology (one physical science plus one biological science is recommended)*	12
IV.	Basic proficiency in a foreign language (equivalent to 202 level)	0 to 12
V.	Selected from either of the following fields of study: mathematics, logic	3
VI.	Selected from at least three of the following fields of study: psychology, sociology, economics, political science**	9
VII.	Three semester hours from each of the following fields of study: art, music***, literature (in English or in a foreign language)	9
VIII.	From the following fields of study: six semester hours from religion in which the major emphasis is the Bible; and three semester hours selected from religion or philosophy, except logic	9

Field of Concentration

By the end of the sophomore year each student will select a field of concentration for advanced courses. The purpose of this concentration is two-fold: to give the student the opportunity to go far enough into a field to achieve some mastery of it; and to enable her to acquire knowledge, skills, and attitudes which may help make her effective in her vocation.

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*For candidates for the bachelor of music degree in applied music this requirement is reduced to four hours; for the bachelor of music degree in music education, it is reduced to eight hours (four each of biological and physical science).

**Candidates for elementary education certificates may substitute geography as one field in this group.

***If applied music is taken to fulfill this requirement, at least three semesters in any one instrument will be necessary.

Bachelor of Arts

For the bachelor of arts degree no less than 30 semester hours shall constitute a major concentration, and no more than 40 semester hours taken in one department shall count toward the 120 semester hours required for graduation. A student concentrating in a laboratory science may take a total of 12 courses in her major department. Specific requirements in areas of concentration are stated in each department heading in the course descriptions.

Bachelor of Music

In the bachelor of music program, the concentration consists of no less than 73 hours in music under the applied music concentration; under the music education concentration, at least 50 semester hours are in music and enough additional work in applied music to fulfill the requirements of both a major and a minor performance area. Specific details of these requirements are found in the department of music course listings.

Elective Hours

In consultation with her faculty advisor the student chooses elective hours to complete the hours required for graduation. Electives give an opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford an opportunity to study in fields which directly support her program of concentration.

Physical Education

All candidates for the bachelor of arts and bachelor of music degrees must complete four semester hours credit in physical education with a grade of S (satisfactory). One credit hour is given for each semester of participation. These four courses must be taken during the freshman and sophomore years. As part of the work in physical education, each student must demonstrate competence in swimming.

ACADEMIC REGULATIONS

Registration

Students are expected to register for course work at the time specified each semester. Registration after the scheduled day and hour subjects the student to a $15 fee. No registrations are permitted after the first week of classes.

A student may change her registration prior to the Friday of the first week of classes. Any change thereafter is considered a withdrawal. The class-change fee is $3 for each class dropped, as well as for each class added.

Semester Load

A semester hour represents one hour of recitation or lecture or two or more hours of laboratory or studio per week for one semester.

The normal student load is 15 semester hours. Under certain circumstances the dean of the college may allow a load of as few as 12 hours. Any student wishing to take more than the 17 hour maximum load must obtain permission from the dean of the college.

Grades and Quality Points

Graduation requirements are based on both the quantity and the quality of the student's work. Queens uses the following system of grades and quality point value per semester hour:

Grade	Interpretation	Quality Point Value
A	exceptional	3
B	good	2
C	average	1
D	poor	0
F	failure	-1
WF	withdrew failing	-1
WP	withdrew passing	no effect on quality points
E	conditional failure	becomes D or F after reexamination
I	incomplete work	may become A to F upon completion

Grades in physical education are S (satisfactory) or U (unsatisfactory).

A grade of E or I automatically becomes F if the student fails to take or pass a reexamination or fails to make up incomplete work satisfactorily. These grades must be removed by the end of the first full week of regular classes of the next semester.

Grade reports are sent to parents or guardians at the end of each semester. Midsemester reports are issued to indicate special difficulties in course work. Only semester grades are permanently recorded.

Classification Requirements

Students following a degree program and carrying the required semester load are granted class standing according to their semester hours and quality points.

Students may be classified as *sophomores* if they have at least 24 semester hours credit and at least 18 quality points.

Students may be classified as *juniors* if they have at least 54 semester hours credit and at least 48 quality points.

Students may be classified as *seniors* if they have 90 semester hours credit and at least 84 quality points.

Students who are non-resident and who are carrying fewer than 12 semester hours are ranked as *part-time*.

Non-resident students who have not advanced to the next class standing and who are carrying fewer than 12 semester hours are ranked as *special*.

Academic Standards

While Queens makes every effort to encourage students and to assist those in difficulty, it is unfair to the student and to the college to retain anyone who fails to make reasonable progress.

Eligibility to Continue

To remain at Queens a student must pass 18 semester hours of work during a session with a quality point average as follows: .500 to return the second year; .800 to return the third year; and .900 to return the fourth year. The Student Qualifications Committee reviews each case of academic difficulty and determines the student's eligibility status.

Probation

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. If she does not show improvement and fails to meet the scholastic standard, she may be asked to withdraw from the college.

Eligibility to Represent the College

Students who maintain a quality point average of 1.000 or more the preceding semester are eligible to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester.

Eligibility is also dependent upon fulfillment of attendance requirements. Students on probation are not eligible to represent the college.

Attendance Policies

Class attendance policies are set by the individual faculty member for his own courses. Each faculty member announces the policy he intends to apply in each particular course.

All students are to attend scheduled convocations, assemblies, and chapel services. A maximum of seven chapel, assembly, and convocation absences are allowed each semester.

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

Examinations

Written examinations for all courses are held at the end of each semester and are generally of three hours' duration. The schedule for final examinations is established by the registrar. Permission to change an examination schedule or to make up an examination must be granted by the dean of the college.

Withdrawal from a Course

A student must obtain permission from the dean of the college to discontinue a course. If she withdraws following the first class after mid-term, she will receive an F in the course. Prior to this time she may receive a grade of WP (withdrawn passing) or WF (withdrawn failing), depending on her course average at withdrawal.

Withdrawal from the College

A student wishing to withdraw from college before the end of the semester must notify the dean of the college in order to maintain good standing. Grades are recorded WP if the work has been passed up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If the student does not obtain permission to withdraw, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Auditing Courses

A regular student carrying a load of 15 semester hours for credit and with a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

Transfer of Summer School Credits

A student wishing to take summer session courses at other accredited colleges or universities and to receive credit for these courses at Queens must secure the approval of her advisor and the dean of the college or the registrar, both as to courses to be taken and the institution to be attended, prior to enrolling in a summer session.

Approved summer courses taken at other institutions and carrying a grade of C or higher may be counted towards the 120 semester hours required for graduation. However, semester hours and quality points earned in summer work will not be included in calculations of a student's quality point average. No more than six semester hours of approved summer work may be included for credit in the field of concentration.

Exemption from Physical Education Activities

Each student is expected to participate in the college physical education program. Students requesting exemption from physical education activities for medical reasons must make such requests through the college physician. Chronic conditions which would warrant exemption are to be noted on the student's annual medical examination forms for review by the college physician.

Graduate Record Examinations

The college arranges for and requires all students academically classified as sophomores and seniors to take the Graduate Record Examinations.

COURSES OF INSTRUCTION

Departmental Listing

The following pages list the courses of instruction offered at Queens College. Departmental listings contain general information concerning the department and the requirements for concentration in that field. These requirements should be carefully noted when deciding on an area of concentration.

Course Numbers

Courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. Freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Exceptions are made for students receiving advanced standing. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to underclassmen are also open to upperclassmen unless stated otherwise.

Hyphenated numbers *(e.g. 101-102)* designate two-term courses for which credit is not granted until the second term has been completed.

Double numbers separated by a comma *(e.g. 301, 302)* indicate that the completion of both courses forms a desirable unit but credit may be received for one without the other. Occasionally the first course is a prerequisite to the second.

Semester Hours Credit

Semester hours of credit are noted with the course description. Unless otherwise indicated, a course carrying three semester-hours credit meets three times a week; a course carrying two semester-hours credit meets twice a week.

ART

Professor George A. Shealy; Assistant Professor Adams; Assistant Professor Gebhardt; Assistant Professor Thomas F. Mason; Assistant Professor McClanahan; Miss Griffiss.

Art at some level has always been one of the primary activities of man. The department of art believes that awareness and understanding of this activity are a necessary part of the total individual. Since meaningful, expressive order of forms is the basis of all art, study in this field relates the individual to the areas of science, music, and literature. Because of man's use of signs and symbols, both individually and in cultural groups, art also relates the individual to the social sciences.

The department presents to the student a variety of studio problems to develop her artistic potential and offers her a comprehensive survey of the historical development of the visual arts. In addition to encouraging the student to acquire standards of appreciation and application of the plastic arts that will promote professional competence and intellectual maturity, the curriculum provides a fundamental basis for teaching, graduate study, or a career in art.

Concentration Art 100, 205, 206, 211, 212, 331, 332, and at least nine additional hours from art courses numbered 300 and above, as approved by the major advisor.

100 Introduction to Art (3)
Exploration of the expressive means employed by the painter, sculptor, and architect; also opportunity to develop an appreciative attitude and a critical approach to art.

203 Drawing I (3)
Graphic potentials of various materials, the techniques of drawing, and an understanding of line, form, and composition. Subject matter consists of figure, still life, and landscape. Primarily for the non-major who wants to develop talent and interest in visual expression.
Studio fee: $10

205, 206 ART STRUCTURE (3, 3)

Problems in drawing, fundamental underlying structure, and design explored in a variety of media to acquaint the student with basic elements of art.

Studio fee: $15 per semester
Six hours studio a week
Prerequisite: Art 100; Art 205 for 206

211 ANCIENT AND MEDIEVAL ART (3)

Survey of stylistic developments in architecture, sculpture, painting, and the minor arts of the Mediterranean and European countries from pre-historic times to approximately 1400 A. D.

212 RENAISSANCE ART TO THE PRESENT TIME (3)

Survey of stylistic developments in architecture, sculpture,

painting, and the minor arts of Europe and America from approximately 1400 to the present day.

Prerequisite: Art 211 or permission of the instructor

213 Methods in Art Education (2)

Content includes such principles as drawing, design, color, and materials and their application to school problems; course for students planning to teach at the elementary or secondary level.

Studio fee: $15
Four hours studio a week
Prerequisite: Art 100

223 Ceramics (3)

The nature and use of clay, with emphasis on forming and glazing as related to aesthetic problems of design, form, and construction.

Studio fee: $15
Six hours studio a week

300 Principles of Art Education (2)

An exploration of historical and contemporary approaches to art education, with classroom observations in local schools.

302 Painting (3)

Explorations in the use of various painting media and techniques, with emphasis on technical methods and preparation of materials.

Studio fee: $15
Six hours studio a week
Prerequisite: Art 205, 206

304 Drawing II (3)

Advanced work in figure, still life, and landscape with special emphasis on the expressive and imaginative use of various graphic media. Includes a study of great drawings.

Studio fee: $10
Six hours studio a week
Prerequisite: Art 203 or 205

305 European Art (3)

European painting, sculpture, architecture, artifacts, and

jewelry, observed during the Queens European Program. Many class sessions in Vienna museums.

Offered only in the Queens European Program,
The Institute of European Studies

307 Art in the United States (3)

Study of the architecture, sculpture, painting, and minor arts of the Colonial period through the present, supplementing courses in American social and political history.

Prerequisite: Art 100 and 211 or 212

314 Sculpture (3)

Fundamental studies in the creative organization of space, volume, and mass; the technical problems of modeling, casting, and carving; analysis of great sculpture of all ages included.

Studio fee: $15
Six hours studio a week
Prerequisite: Art 205, 206

315 Advanced Sculpture (3)

Advanced study of sculptural ideas and methods related to the design and construction of three dimensional objects and an analysis of the relationship of sculpture to architecture and environment.

Studio fee: $15
Six hours studio a week
Prerequisite: Art 314

324 Pottery (3)

Advanced individual exploration of clay construction methods, including use of the potter's wheel, developmental problems in glaze calculation, and kiln management.

Studio fee: $15
Six hours studio a week
Prerequisite: Art 223

331, 332 Design and Composition (3, 3)

Meaning and organization of line, shape, and color in two and three dimensional design and various methods of expressive order of these elements.

Studio fee: $15 per semester
Six hours studio a week
Prerequisite: Art 205, 206

401, 402 ADVANCED PAINTING (3, 3)
Emphasis on student's personal expression and continuous creative development while working in any medium or any technique.
Studio fee: $15 per semester
Six hours studio a week
Prerequisite: Art 302

405 NINETEENTH CENTURY PAINTING (3)
Study and analysis of painting from the time of David through the Post-Impressionists and resulting influence upon the development of art in the 20th century.
Prerequisite: Art 100 or permission of the instructor

406 TWENTIETH CENTURY PAINTING (3)
Historical study of international artistic expressions of the 20th century and discussion of trends and aesthetics of contemporary art.
Prerequisite: Art 100 or permission of the instructor

425 VISUAL COMMUNICATION: LETTER FORMS (3)
Letter forms and their development in writing and type faces; writing theories of Arrighi and the Trajan letters explored for calligraphic style and as a continuous source of letter beauty and clarity.
Studio fee: $10
Six hours studio a week
Prerequisite: Art 331, 332

426 VISUAL COMMUNICATION:
DESIGN IN ADVERTISING AND PUBLISHING (3)
Problems in design relating to advertising, packaging, and publishing; studio procedures and methods of preparing art work for reproduction.
Studio fee: $10
Six hours studio a week
Prerequisite: Art 425

450 PROBLEMS IN ART (3)
Advanced work in specialized areas of art for students with unusual talent and scholarship. No student may take work in more than two areas.
Studio fee: $15 when applicable
Prerequisite: Permission of department head and instructor

BIOLOGY

Professor Fehon; Professor Thompson; Assistant Professor Coffey; Assistant Professor Martin.

The department of biology offers a program of studies designed to prepare its students for immediate employment upon graduation or for graduate study in biology or medicine. The department recognizes the importance of research and welcomes students who wish to participate as research associates.

To serve the needs of the liberal arts student the department offers an introductory program that presents biology in the light of contemporary emphasis on molecular biology and attempts to relate the field to the physical sciences and other disciplines. In addition, each summer a unique program in marine science is offered at Pawleys Island, South Carolina, where supervised housing is provided and instructors are regular members of the faculty.

Concentration in biology may lead to work in research laboratories and medical schools, government positions, related businesses, and teaching on the secondary level. Graduate fellowships and assistantships in biology are readily available and an increasing number of students are availing themselves of these opportunities.

Concentration Thirty semester hours from biology courses numbered 200 and above as approved by the major advisor. Students concentrating in biology are required to take eight semester hours of chemistry and Mathematics 102. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute up to four semester hours of Education 442 for biology electives. Students concentrating in biology are advised to take physics, calculus, and organic chemistry. Chemistry 207, 208 is recommended for those students planning careers in the medical sciences.

Prerequisite Biology 103 is prerequisite to all other courses in the department.

103 Principles of Biology (4)
Introduction to heredity and to the principle underlying the activities of organisms, with emphasis on cellular processes and molecular biology. Laboratory emphasizes the scientific method.
Three hours lecture and two hours laboratory a week
A knowledge of basic chemistry recommended

104 Plant Biology (4)
Morphological survey of the plant kingdom; study of life cycles emphasizing evolutionary changes; consideration of economic aspects.
Three hours lecture and two hours laboratory a week

106 Animal Biology (4)
Survey of the animal kingdom; study of the organization and activities of animals with emphasis on man; and evolution of animal life.
Three hours lecture and two hours laboratory a week

201 Invertebrate Zoology (4)
Study of the invertebrate phyla; comparative anatomy and physiology; natural history; systematics and evolution. Laboratory includes physiological experiments and emphasizes marine forms.
Three hours lecture and three hours laboratory a week
Prerequisite: Biology 106

210 Bioecology (4)
Relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats; statistical methods. Laboratory includes both experimental and field studies.
Six hours lecture and laboratory or field work a week
Prerequisite: Biology 104, 106
Alternate years; offered 1969-1970

300 Cell Biology (4)
Study of cell structure and physiology. Laboratory emphasizes research methods including instruments and techniques used in studying cells.
Three hours lecture and three hours laboratory a week
Prerequisite: At least one year of college chemistry; Biology 104 and 106 recommended

301 Vertebrate Embryology (4)

Study of development with emphasis on vertebrates and a brief introduction to experimental embryology. Laboratory emphasizes amphibians and birds.

Two hours lecture and four hours laboratory a week
Prerequisite: Biology 106
Alternate years; offered 1968-1969

302 Comparative Vertebrate Anatomy (4)

Review of the evolutionary history of vertebrates with comparative study of their systems. Laboratory dissection of dogfish, mud puppy, and cat.

Two hours lecture and four hours laboratory a week
Prerequisite: Biology 106

305 Plant Systematics (4)

Development of systems of classification; study of basic principles; practice in identification; collection and study of members of plant families represented in local flora.

Three hours lecture and three hours laboratory a week
Prerequisite: Biology 104

306 Microbiology (4)

General survey of microorganisms with emphasis on morphology, metabolism, ecology and taxonomy of bacteria. Laboratory includes independent studies.

Three hours lecture and three hours laboratory a week
Prerequisite: Eight semester hours of chemistry

310 Marine Biology (4)

Introduction to oceanography and marine biology with emphasis on ecology and distribution and classification of local fauna and flora.

Four weeks, summer session only, at Pawleys Island, S. C.
Prerequisite: Biology 201; Biology 104 and 210 recommended

402 Genetics (4)

Principles of heredity and variation in plants and animals.

Three hours lecture and three hours laboratory a week
Prerequisite: Mathematics 102 or Psychology 305

425 Biology of Parasitism (4)

Introduction to biological principles involved in parasitism of animals including man; host parasite relationships; ecology; structure and classification.

Three hours lecture and three hours laboratory a week
Prerequisite: Biology 201
Alternate years; offered 1969-1970

450 Independent Studies in Biology (1 to 4)

Research projects in the area of the student's interest; written report and/or oral examination may be required; summer research in marine biology. May be taken more than once but total credits may not exceed six hours.

Prerequisite: Permission of the instructor

CHEMISTRY

Professor McEwen; Professor Duncan; Professor Trimble.

The department of chemistry offers two areas of concentration: chemistry and biological chemistry. A concentration in the former prepares students for work in chemical laboratories and for graduate work in chemistry or biochemistry. Students wishing to teach high school chemistry are strongly advised to select the chemistry concentration and follow it with a Master of Arts in Teaching or a Master of Arts in Education.

The concentration in biological chemistry substitutes biology courses for some of the advanced chemistry and mathematics courses required for the concentration in chemistry. This major area prepares students for work in chemical laboratories and for entrance into a school of medical technology. A degree in biological chemistry does not preclude graduate work in biochemistry, but the mathematics and physical chemistry required in the chemistry concentration will have to be made up during the first year of graduate work.

Concentrations

Concentration in Chemistry: Chemistry 100, 101, 207, 208, 303, 304, 307, 308, 403, and 404; mathematics through integral calculus; Physics 101, 102; German or Russian is advised.

Concentration in Biological Chemistry: Chemistry 100, 101, 207, 208, 303, 304, 403, 404; 12 semester hours approved biology courses above the 100 level; Physics 101, 102; Mathematics 102. Mathematics 201 (Calculus I) is recommended.

100 CHEMISTRY SURVEY (4)

General descriptive survey of the main fields of chemistry with the exception of physical chemistry; course designed for all students attempts to cover material not included in the modern high school chemistry courses. Laboratory work provides skills in laboratory techniques and quantitative measurements.

Three hours lecture and three hours laboratory a week

101 GENERAL CHEMISTRY (4)

First course in college chemistry with emphasis on the structure of the atom. Laboratory emphasizes methods of identification using semimicro techniques.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 100

207 PHYSICAL CHEMISTRY I (4)

Course for chemistry and biological chemistry majors with emphasis on gases, chemical kinetics, equilibria, and electrochemistry. Laboratory work is of a quantitative nature with emphasis on the newer instrumental techniques.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 100, 101

208 Instrumental Analysis I (4)

Introduction to instrumentation and instrumental analysis with emphasis on fundamental electronic units, instrument design and construction, and analytical application.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 207; Physics 101, 102 is prerequisite or taken concurrently

303 Organic Chemistry I (4)

Introductory course including an integrated survey of the more important compounds of the aliphatic and aromatic series; emphasis on problems in organic synthesis. Laboratory work emphasizes procedures and preparations.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 100, 101

304 Organic Chemistry II (4)

Theoretical course treating the mechanisms of organic reactions in terms of modern structural theories. Laboratory work includes organic qualitative analysis, an introduction to the chemical literature, and independent work.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 303

307 Instrumental Analysis II (4)

Second course in instrumental analysis with emphasis on analytical methodology.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 208

308 Physical Chemistry II (4)

A study of thermodynamics, solid and liquid states, quantum and structural chemistry. Laboratory work stresses precise physical measurement and application of the principles studied in previous courses.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 307

403 Biochemistry I (4)

Review of certain chemical principles dealing with solutions with emphasis on pH; study of the chemistry of carbohydrates,

lipids, proteins, and nucleoproteins. Laboratory work is quantitative in nature.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 100, 101, 207, 303

404 Biochemistry II (4)

Emphasis is on enzymes and on metabolism. Laboratory work is quantitative in nature and introduces modern biochemical methods.

Three hours lecture and three hours laboratory a week
Prerequisite: Chemistry 403

450 Directed Individual Studies (2, 3, or 4)

Individual research conducted by the student.

Open to advanced students by permission of the instructor

ECONOMICS

Professor Elliott; Assistant Professor Ballou;
Visiting Assistant Professor Brewer

The courses in the department of economics are primarily intended to provide a study of the principles that govern the economic system in a free enterprise.

This program is intended to provide the student with an understanding of economics consistent with a well-rounded liberal arts education while at the same time preparing her for graduate work in economics, or careers in banking, commerce, industry, and government.

Concentration Economics 203, 204, 301, 302, 401, 402, 412, and nine semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history, political science, sociology, psychology, and geography. However, no more than six semester hours from any one of these fields will be credited to the major program.

101 American Economic Development (3)
Study of economic development in North America since 1492.
Open to freshmen only

203 Principles of Economics I (3)
Survey of the principles of economics governing the system of private enterprise with emphasis on their application to economic aggregates.

204 Principles of Economics II (3)
Survey of the principles of economics dealing with their application to specific components of economic analysis. It is suggested that Economics 203 and 204 be taken in sequence.

301 Money and Banking (3)
Study of the fundamental theories and principles of money, credit, and banking in the United States.

302 International Economics (3)

Development of the theory of international trade and finance through the period of mercantilism, the free-trade era, and to the revival of economic nationalism in the 1930's.

Prerequisite: Economics 203, 204

305 Personal and Family Economics (3)

Study of the management of personal and family financial affairs. Open to juniors and seniors only. Does not fulfill Basic Requirements, Group 6.

313 Labor Economics (3)

Study of the development of labor organizations, union tactics, the principles of wage determination and collective bargaining.

401 Intermediate Economic Theory (3)

Development of the theory of consumer choice and the pricing process, theory of the firm and market structures, allocation of resources, and theory of income distribution.

Prerequisite: Economics 203, 204 or equivalent

402 Economics Seminar (3)

Directed study in some field of particular interest.

Open to economics majors with permission of the instructor

412 History of Economic Thought (3)

Examination of the contributions to economic thought by the "worldly philosophers" such as Smith, Ricardo, Malthus, Mill, Marx, Walras, Jevons, Marshall, and Keynes.

Prerequisite: Economics 203, 204 or permission of the instructor

426 Comparative Economic Systems (3)

Objective examination of the ways in which productive resources are allocated, production of goods and services organized, and products distributed among individuals under such differing economic systems as capitalism, socialism, communism, fascism, and their variants.

Prerequisite: Economics 203, 204 and permission of the instructor

OFFERED ONLY IN THE DEPARTMENT OF ADULT EDUCATION

207, 208 INTRODUCTORY ACCOUNTING (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises; application of these principles through laboratory practice.

Prerequisite: Economics 207 or equivalent is prerequisite to 208

303, 304 INTERMEDIATE ACCOUNTING (3, 3)

Expansion and elaboration of principles presented in Introductory Accounting, with emphasis on analysis and solutions of original problems.

307, 308 COST ACCOUNTING (3, 3)

Emphasis on cost accounting as a management tool for attaining the profit objective of business operations; study of job-order, process, and standard cost-finding systems; accounting for labor, material, and manufacturing expense; distribution costs and cost reports that pertain to management.

309, 310 FEDERAL INCOME TAX ACCOUNTING (3, 3)

Analysis of the federal tax laws as they apply to the income of individuals, partnerships, and corporations. Accounting problems arising from tax laws emphasized and illustrated through the preparation of income tax returns.

315, 316 ACCOUNTING LAW (3, 3)

Preparation for the commercial law section of the semi-annual CPA examinations, and for meeting college credit requirements in accounting for the state of North Carolina. Material discussions include contracts, personal property, negotiable instruments, agencies vs. business organizations, security bankruptcy, administrative law, insurance, real property, and wills and decedents' estates, and trusts.

349, 350 MANAGEMENT DEVELOPMENT (3, 3)

Purpose is to improve the performance of first-line supervisor and middle-management persons and prepare them to advance within their jobs. Basic function of course is to teach the student to manage a unit, a section, or a department within a business or industrial firm.

Prerequisite: Economics 203, 204 or equivalent

407, 408 ADVANCED ACCOUNTING (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements. Also governmental fund accounting and mathematics of investment.

EDUCATION

Associate Professor Medlin; Associate Professor E. H. Mason, Jr.; Assistant Professor Smith.

Any student of the college may obtain a teacher's certificate as a part of her regular four-year program. The purpose of the course work in the department is to prepare students to be teachers and to meet certification requirements in North Carolina and some other states. It is the responsibility of students desiring to teach in a state other than North Carolina to obtain a copy of the requirements of that state and to plan their programs carefully to meet these requirements. In its preparation of future teachers, the department of education seeks to combine present-day knowledge with classroom theory and with first-hand experience in public school teaching.

Teacher certification is possible in elementary-level teaching (grades 1-8); in secondary-level teaching (grades 7-12) in English, French, German, Spanish, mathematics, science (or biology, chemistry, or physics), and the social studies areas; and in the special subject areas (grades 1-12) in art, Bible, and music.

Since no major is necessary or available in education, all students seeking certification are required to have a concentration in an academic area and to meet all requirements for graduation. As a part of these requirements and as a part of the student's elective program, she may choose to fulfill certification requirements. For most teaching fields, approximately one semester of course work is required in education; for elementary certification approximately two semesters of course work are required. Students in the elementary certification program may choose any major offered in the college and fulfill certification requirements at the same time.

Teacher Certification

Early planning for certification is advisable. For specific requirements by teaching fields, students should consult the special departmental bulletins on teacher education.

For all certificates, Psychology 201—Education 202 should be taken during the sophomore year and Psychology 307 should be taken during the junior year. Students concentrating in psychology should consult that department for specific requirements.

202 Educational Psychology (3)
Study of those principles of psychology which can be applied directly to the classroom; emphasis on psychological testing, behavior deviations, and principles of learning.
Prerequisite: Psychology 201

305 Children's Literature (3)
Study of types of literature available for children; criteria for evaluating books; ways of using books in the curriculum; designed for prospective elementary teachers to help them integrate knowledge of children, books, and the learning process.

311 Health Education in the Elementary School (2)
Study of the role of the teacher in the school health program, her responsibilities in the teaching of health and the health of the school child.

312 Physical Education in the Elementary School (3)
Overall view of the aspects of teaching physical education; its place in the school program; facilities, equipment, and safety procedures necessary for a successful program; skill progression and types of activities appropriate for elementary age groups.
Note: It is recommended that students preparing to teach in the elementary grades take Folk and Social Dance as one of the four required hours in physical education.

332 Principles of Elementary Education (3)
Survey of the development of the American school system from the colonial period to the present day, including various European influences; emphasis also on principles of elementary education and teacher's role in relation to the purposes, organization, and administration of the elementary school on national, state, and local levels of the educational structure.

341 PHILOSOPHY OF EDUCATION (3)

Study of the historical development of education in Western civilization with emphasis on the philosophical and social foundations of the present educational scene; course designed to assist the student in developing and clarifying her own philosophy of education in relation to the issues facing the contemporary American high school.

342 PRINCIPLES OF SECONDARY EDUCATION (3)

Study of the evolution of secondary education in the United States: an analysis of the purposes, curricula patterns, school organization, and the various roles of the secondary teacher in relation to the principles of secondary education.

401 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

Theoretical and practical approaches to the problems of instruction in the language arts involving reading, spelling, handwriting, speaking, and listening. Students observe in public school classrooms and participate in activities in areas studied.

402 Methods and Materials of Instruction in the Elementary School (3)

Study of instructional areas including goals, objectives, and detailed analysis of methods and materials used in an elementary school with particular emphasis on mathematics, science, and social studies. Students observe in public school classrooms and participate in activities in the areas studied.

415 Curriculum for the Nursery-Kindergarten (3)

Study of the nature of the nursery-kindergarten-age child and the educative experiences and guidance appropriate to his individual needs and potentialities; also studies of nursery-kindergarten programs.

416 Methods and Material for Instruction in the Nursery-Kindergarten (3)

Survey of methods and materials in relation to the individual interests, aptitudes, and needs of nursery-kindergarten children. Emphasis on literature, language development, perceptual training, social awareness, group living, beginning science, listening, and prewriting.

442 Directed Teaching and Methods in Secondary Schools (8)

Study of methods of instruction and resource materials in each of the teaching fields during the first half of semester; last eight weeks of semester involve full-time observation and student teaching in selected junior and senior high schools.

Admission to the course by recommendation of the director of student teaching and the major department
Additional fee for student teaching: $40

444 Observation and Student Teaching in the Elementary Grades (6)

An eight-week period of observation and student teaching in selected elementary schools.

Admission to the course by recommendation of the director of student teaching and the major department
Additional fee for student teaching: $40

450 Individual Studies in Education (3)

Programs of study for experienced classroom teachers, following their interests and needs are planned with the help of the instructor. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated.

Admission by permission of the instructor
Prerequisite: Classroom teaching experience

OFFERED ONLY IN SUMMER PROGRAM

Courses are designed for teachers and are open only to college graduates.

501 Conversations in the Liberal Arts: The Quest for Moral Standards in a Changing Society (2)

Study directed toward ethical questions in modern American society; materials chosen from a variety of fields; examination of standards, goals, and guidelines for youth and adults.

502 Conversations in the Liberal Arts: The South—Old and New (2)

View of the world of the South with emphasis on some of the major voices of the South in works which express the literary, historical, and cultural life of the region.

GEOGRAPHY

Mr. Clay

205 FUNDAMENTALS OF GEOGRAPHY (3)

Both physical and social aspects of geography treated through study of the earth's surface and man's response to his physical environment with some emphasis on reading and interpreting maps and globes; designed primarily for elementary education certification requirements.

ENGLISH

Professor Lovell; Professor Newman; Assistant Professor Gatlin; Assistant Professor Hadley; Assistant Professor Maxfield; Assistant Professor Miscally; Assistant Professor Reynolds; Mrs. Boyd Hill Davis; Mrs. Fogartie; Miss Gaskell; Miss Ross.

Courses in the department of English include composition, literature, and speech and dramatic arts, with the concentration offered in literature. The department encourages students to take courses in all three areas, but those in composition and dramatic arts do not count toward the major program.

The initial courses in the department train the reader to perceive and evaluate the form and structure and inner dynamics of any literary work. Advanced courses focus on one specialized area of relevance to make the reader aware of the way in which other disciplines contribute to full understanding.

While chronological coverage of English literature is not a primary aim of the department, its importance is recognized in a course in literary history required of all students who concentrate in literature.

Study of literature and composition affords good preparation for professional schools in law and teaching. In addition, literature majors often find their training applicable to editing, journalism, and creative writing.

Concentration Literature 207 and 208; Literature 421-422; and at least 18 additional semester hours from literature courses numbered 300 and above, as approved by the major advisor.

Prerequisite for all literature courses numbered 300 or above: Literature 207, 208

ENGLISH COMPOSITION

101-102 English Writing and Reading (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and critical insight; emphasis mainly upon exposition.

305 AN INTRODUCTION TO JOURNALISTIC WRITING (3)
Study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306 NEWS WRITING AND EDITING (3)
Continuation of Composition 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.
Prerequisite: Composition 305

307 ADVANCED COMPOSITION (3)
Study of principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

321 STUDIES IN LANGUAGE (3)
General view of language and some intensive work in one area of language study, such as history of language, history of grammar, lexicography, language and culture, dialects and language variations, semantics, and language theory.

The class will be conducted as a seminar with students doing independent study in a selected area.

322 STUDIES IN LINGUISTICS (3)
Study of the main tenets of structural linguistics, with some attention to the relation between linguistic theories and older theories about language.

450 DIRECTED STUDY IN COMPOSITION (2 to 4)
Independent investigation of a topic by means of a thesis or a project to be developed through directed reading, bibliography, and practical application of findings.

LITERATURE

207, 208 INTRODUCTION TO LITERATURE (3, 3)

Beginning reading techniques for understanding and enjoyment of poetry, fiction, and drama. The first semester will emphasize techniques used in analyzing the three types of literature; second semester, ways in which the three types are essentially different.

Prerequisite: Literature 207 is prerequisite to 208

308 LITERARY COMPOSITION (3)

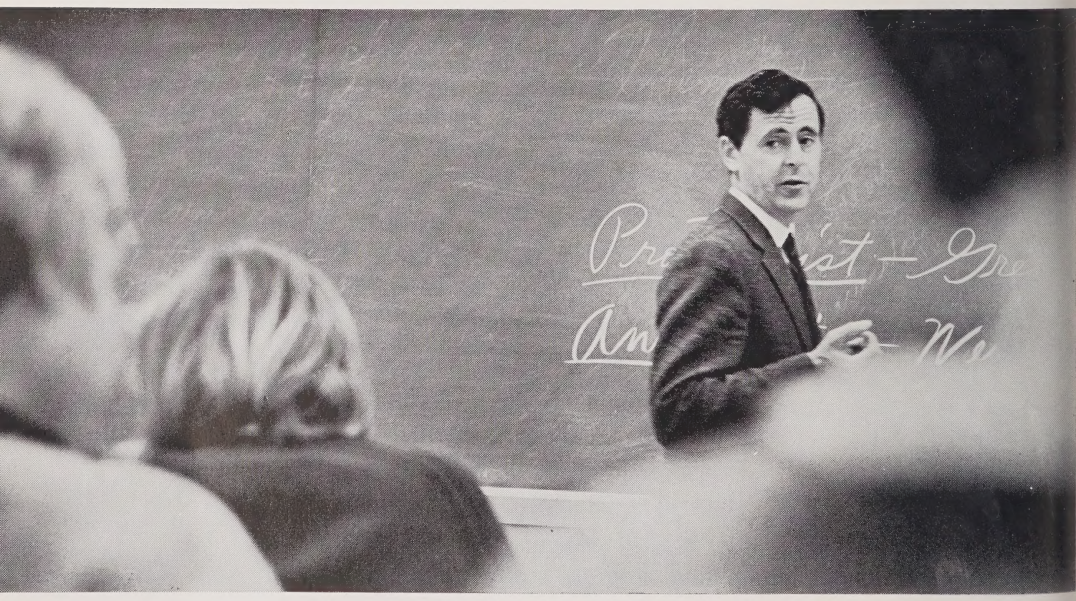
Practice in writing and in criticism of the essay, short story, and poem, in view of a final piece of sustained, related work, for students with interest in and aptitude for composition.

Prerequisite: Permission of instructor

309 STUDIES IN LITERARY FORMS (3)

Intensive explorations of the nature and evolution of a selected literary form.

A subtitle will be used to indicate the body of material to be



studied each time the course is offered. May be taken more than once with different subtitles.

309a: The Novel; offered 1968-1969
309b: Comedy; not offered 1968-1969
309c: The Lyric to 1600; not offered 1968-1969
309d: Tragedy; offered 1968-1969
309e: Greek Dramatic Literature; not offered 1968-1969

310 Studies in Literary Movements and Attitudes (3)

Study of a group of literary works representative of a particular movement, point of view, or attitude—a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

A subtitle will be used to indicate the form to be studied each time the course is offered. May be taken more than once with different subtitles.

310a: Modern American Poetry; not offered 1968-1969
310b: Symbolism; not offered 1968-1969
310c: Modern British Poetry; not offered 1968-1969
310d: Neo-Classicism; offered 1968-1969
310e: Realism; not offered 1968-1969
310f: Primitivism; not offered 1968-1969
310g: Modern Drama; offered 1968-1969
310h: Victorianism; offered 1968-1969
310i: Seventeenth Century; offered 1968-1969

311 Studies in Literature and History (3)

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or closely related series of events in intellectual history upon subsequent literary works.

A subtitle will be used to indicate the subject to be dealt with each time the course is offered. May be taken more than once with different subtitles.

311a: Platonism and the Renaissance; offered 1968-1969
311b: Rousseau and Romanticism; offered 1968-1969
311c: Existentialism; offered 1968-1969
311d: Puritanism in Literature; not offered 1968-1969
311e: Russian Literature of the Soviet Period; offered 1968-1969

312 Studies in Individual Authors (3)

Consideration of a significant and coherent portion of the work of a single author.

A subtitle will be used to indicate the author used each time the course is offered. May be taken more than once with different subtitles.

312a: Shakespeare; offered every year
312b: Chaucer; offered 1968-1969
312c: Dante; not offered 1968-1969
312d: Dostoyevsky; not offered 1968-1969

313 STUDIES IN A NATIONAL LITERATURE (3)
Consideration of a significant portion of the literature of one nation.

A subtitle will be used to indicate the particular nation considered each time the course is offered. May be taken more than once with different subtitles.

313a: American Literature; offered every year
313b: German Literature; offered 1968-1969
313c: French Literature; not offered 1968-1969
313d: Russian Literature; not offered 1968-1969
313e: Spanish Literature; offered 1968-1969

317 LITERARY CRITICISM (3)
An approach to literary evaluation through readings of critical theory and through practice on actual literary works.
Offered 1968-1969

421-422 THE LITERATURE OF ENGLAND (3-3)
Seminar for junior and senior students concentrating in literature; extension of their knowledge of British literature and their understanding of the place of major figures in the history of the literature, and of the trends and movements from Beowulf to the present.

450 DIRECTED STUDY IN LITERATURE (2, 3 or 4)
Open to advanced students by permission of the instructor.

SPEECH AND DRAMATIC ART

100 FUNDAMENTALS OF THEATRE (3)
Study of basic principles and practices of the correlated arts which make up the production of a play in the theatre; written word viewed in relation to its performance, with discussion of design, costume, makeup, and lighting; also discussion of the place of theatre in society. Trips to theatres and campus productions.

103 Fundamentals of Speech (3)
Technical analysis of individual voice and speech problems; intensive study of the International Phonetic Alphabet, with individual and group practice in writing phonetic transcription, and in articulation and pronunciation.

201 Oral Interpretation (3)
Approach to an appreciation of literature and a responsiveness to its intellectual and emotional content through training and practice in communicating it to others. Basic principles and techniques in reading poetry, prose, and dramatic literature.

315 Play Production I (3)
Introduction to principles of stage lighting, costume design and construction, and makeup for open stage and proscenium productions; standard and special lighting equipment; methods of cross- and special-effect lighting; proper use of colored gelatine; and the operation of a patching panel and switchboard; opportunity to apply principles in the production of a play.

316 Play Production II (3)
Introduction to principles of scene design, construction, painting, and shifting for open stage and proscenium production; selection of a style for production from various representational and non-representational methods and translation of design into reality by the construction of standard and modified stage scenery; and opportunity to apply principles in the production of a play.

349 Theatrical Presentation:
Theory and Practice (3)
Acting and directing as critical approaches to dramatic literature with practical exercises for the prospective actor-director seeking essentials and techniques in both arts; actor-improvisation and characterization; basic processes which go on during a director's interpretative study and preparation of a play for production. Opportunity to apply principles in the assignment of one play for intensive study; participation in campus productions and trips to local theatres encouraged.

FOREIGN LANGUAGES AND LITERATURES

The experience of learning to communicate in a foreign language is an essential part of general education: it liberates the intellect from dependence on a single system of communication and opens the way to a better understanding of the world. The department of foreign languages offers a wide selection of courses for students who wish to concentrate in a foreign language program and for those who wish specific training to complement another area of concentration.

A concentration in a foreign language may lead to teaching, graduate study, or work as an interpreter for airlines, travel agencies, or other business concerns.

Concentrations Concentrations are offered in French, German, Latin-American Studies, Russian Studies, and Spanish.

The College Entrance Examination Board Foreign Language Achievement Test is used as a measure of proficiency and as a guide for placement in advanced classes. Degree candidates must demonstrate a basic proficiency equivalent to successful completion of a 202 level course. Prior to fall registration, entering students will be informed, through their advisors, of their foreign language proficiency as evidenced by the achievement test and such placement tests as may be given at the college. If additional work is required, the entering student may elect to continue study of a foreign language begun in secondary school or may begin study of another language.

Students offering two high school units of a foreign language in fulfillment of college entrance requirements will receive (upon recommendation of the department) one semester hour credit for each 100 level course in that language.

Study Abroad: Students transferring credits from study programs abroad must submit transcripts for evaluation and will receive credit in languages only after examination (written and/or oral) given by the department.

FRENCH

Assistant Professor Richardson; Mr. Robertson; Mr. Womble.

Concentration Thirty semester hours of French courses, as approved by the major advisor, of which at least 18 semester hours are to be from courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

French 231, 232 are prerequisite for all courses in French literature numbered 300 and above.

101-102 ELEMENTARY FRENCH (3-3)

Presentation of the basic structure of the language; first semester emphasis on the spoken language; second semester, the use of the written language for communication and comprehension. Language laboratory facilities used for classwork and preparation of assignments.

201-202 Intermediate French (3-3)

Review of basic structure of the language in both oral and written forms, and introduction of more complex materials; first semester, use of the oral language, centered on area study material; second semester, the use of the written language through selected readings in literature. Facilities of the language laboratory are used for classwork and preparation of assignments.

Prerequisite: French 101-102 or equivalent

231, 232 Survey of French Literature and Civilization (3, 3)

First semester, introduction to French civilization and literature from the Middle Ages to 1800; second semester, reading of selected works in the 19th and 20th centuries and study of their background. Conducted mainly in French.

French 231 is prerequisite to 232

309 French Conversation (3)

Oral training accompanied by regular practice in the language laboratory. Oral reports and discussions assigned in advance. Conducted in French.

Prerequisite: French 201-202 or equivalent
Offered 1969-1970

310 French Composition (3)

Oral and written translations and review of grammar to increase the student's proficiency in the use of the language. Conducted mainly in French.

Prerequisite: French 201-202 or equivalent
Offered 1969-1970

313 Important Prose Works of French Literature (3)

Major literary works from various periods of French literature, chosen for their value as contributions to world literature; selected materials read in the original; reports in French. Class conducted in English.

Offered 1969-1970
Note: Students may elect this course as Literature 313c, Studies in a National Literature. Readings will be done in translation, and reports written in English. Prerequisite: Literature 207, 208

317 Medieval and Renaissance Literature (3)
Study of the development of French literature from the *Chanson de Roland* to the beginning of the 17th century; selections chosen to illustrate the characteristic literary forms used and works of major writers of the period. Conducted in French.
Offered 1968-1969

318 Seventeenth Century Literature (3)
Analysis of the origins and theories of French Classicism; selections chosen from the works of the major authors of the period, particularly Descartes, Pascal, Corneille, Racine, Molière, La Fontaine, Boileau, and Madame de La Fayette. Conducted in French.
Offered 1968-1969

319 Eighteenth Century Literature (3)
Reading and analysis of texts selected from the Age of Enlightenment; emphasis on Rousseau, Voltaire, Montesquieu, and Diderot. Conducted in French.
Offered 1969-1970

325 Nineteenth Century Literature: Romanticism (3)
Study of the literary movements of the first half of the century, with emphasis on the works of the Romantic writers of prose, poetry, and drama. Conducted in French.
Offered 1968-1969

326 Nineteenth Century Literature:
Realism and Naturalism (3)
Study of the literary movements of the last half of the century, with emphasis on the development of realism and naturalism and the reaction to these in prose, poetry, and the theatre. Conducted in French.
Offered 1968-1969

341 Twentieth Century Literature:
First Generation Writers (3)
The works of Proust, Gide, Claudel, Valéry, Colette, the Surrealists. Conducted in French.
Alternate years; offered 1969-1970

342 Twentieth Century Literature: Second Generation Writers (3)

The works of Mauriac, Malraux, Giraudoux, Cocteau, Anouilh, Camus, and Sartre; also the New Novel. Conducted in French.

Alternate years; offered 1969-1970

451 Advanced Composition: Written and Oral (3)

Analysis and review of the structure and sounds of the language; oral and written compositions; preparation and presentation of material using modern techniques of foreign language instruction; designed chiefly for prospective teachers of French. Conducted in French.

Admission by permission of the instructor
Offered 1968-1969

452 Directed Readings in French Literature (3)

Intensive reading and study in an area of literature chosen by the student to give training in a more thorough study of an author or restricted area of the literature than is possible in courses of wider content.

Admission by permission of the instructor
Offered 1968-1969

GERMAN

Mr. Hostettler.

Concentration Thirty semester hours of German courses, of which at least 18 semester hours are numbered 300 and above.

101-102 Elementary German (3-3)

Development of aural comprehension, speaking, reading, and writing of idiomatic German.

201-202 Intermediate German (3-3)

Review of the basic structure of the language and the presentation of the finer points of grammar, syntax, and idiom; continuation of training in reading and pronunciation and perception of the spoken language.

Prerequisite: German 101-102 or equivalent

313 Important Works in German Literature (3)

Major dramatists from the 18th century, including Lessing, Goethe, Schiller, and Kleist; writers of prose from the 19th century, including Novalis, Eichendorff, Keller, Meyer, Büchner, Hauptmann, Mann, Kafka, Hesse. Conducted in English.

Prerequisite: German 201-202 or equivalent
Alternate years; offered 1969-1970

Note: Students may elect to take this course as Literature 313b, Studies in a National Literature. Prerequisite: Literature 207, 208

314 German Literature of the Nineteenth Century (3)

Study in depth of prose and dramatic works of the realistic, naturalistic, and symbolistic periods. Conducted in German.

Prerequisite: German 201-202 or equivalent
Alternate years; offered 1969-1970

315 Contemporary German Prose (3)

Study of the selected prose writings of Kafka, Borchert, Böll, Benn, Langgässer, Aichinger, and Günther Grass. Conducted in German.

Prerequisite: German 201-202 or equivalent
Offered 1968-1969

316 Contemporary German Drama (3)

Study of selected dramatic works of Brecht, Frisch, Dürrenmatt, Hochhuth, and Weiss. Conducted in German.

Prerequisite: German 201-202 or equivalent
Offered 1968-1969

321-322 German Conversation and Composition (3-3)

Advanced training and practice in the use of idiomatic German; discussions and reports based on German, Swiss, and Austrian customs, folklore, and "Kulturgeschichte."

Prerequisite: German 201-202 or equivalent

451 Stilistics (3)

Analysis of the structure and phonetics of German; practice with oral presentation and composition of reports and essays. Conducted in German.

Admission by permission of the instructor
Offered when there is sufficient demand

452 Special Studies in German Literature (3)

One semester study of a topic of special interest in German literature, treated as readings and supplemented with a research paper.

Admission by permission of the instructor
Offered when there is sufficient demand

RUSSIAN

Professor Weiant.

Concentration Russian Studies: Russian 450 and 24 semester hours of Russian language courses; History 317, 318; composition 322 is recommended.

101-102 Elementary Russian (3-3)

Study of the fundamental structural features of modern Russian through analysis and intensive practice; emphasis on accurate comprehension and correct habits of speech with basic preparation in reading and writing skills using the Cyrillic alphabet.

201-202 Intermediate Russian (3-3)

Review of the basic structure of the language and presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Russian 101-102 or equivalent

305 Russian Prose (3)

Practical training in reading Russian to acquire a large vocabulary based on analysis of word roots, mastery of the more complex forms of syntax, and an awareness of style; compositions and oral reports in Russian.

Prerequisite: Russian 201-202 or equivalent

306 Russian Poetry (3)

Essentials of Russian versification with readings from works of Pushkin, the Symbolists, and leading poets of the Soviet period; continued emphasis on vocabulary development as well as memorization and practice in phonetics and intonation; oral recitation and translation into Russian and English prose.

Prerequisite: Russian 305

311 Russian Literature of the Soviet Period (3)

Basic theme is that of much 20th century literature: the fate of the individual in modern mass society; readings include works by important Soviet and emigré writers. Class conducted in English; most readings and reports in Russian.

Prerequisite: Russian 305

Note: Students may elect to take this course as Literature 311e, Studies in Literature and History. Readings will be done in translation and written reports in English. Prerequisite: Literature 207, 208

312 Dostoyevsky (3)

Examination of the basic problems of human existence raised by Dostoyevsky in his novels. Class conducted in English; some readings and reports in Russian.

Prerequisite: Russian 305
Alternate years; offered 1969-1970

Note: Students may elect to take this course as Literature 312d, Studies in a National Literature. Readings will be done in translation and written reports in English. Prerequisite: Literature 207, 208

313 Masterpieces of Russian Literature (3)

Major emphasis on Russian literary achievements of the 18th and 19th centuries, with special attention given to the works of Pushkin, Gogol, Dostoyevsky, Tolstoy, and Chekhov.

Alternate years; offered 1969-1970

450 Russian Area Research (3)

Individual research program for students concentrating in Russian studies; consideration of basic research techniques peculiar to the field.

Admission by permission of the instructor

SPANISH

Assistant Professor Kirby; Assistant Professor Hopper; Mrs. Lopez.

Concentrations Spanish: Thirty semester hours of Spanish courses, of which at least 18 semester hours are to be from Spanish courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

Latin-American Studies: Spanish 301, 302, 321, 322, 431, 432, 450; History 307; and nine hours of courses of 300 level or above, in economics, history and political science, and sociology, as approved by the major advisor.

101-102 ELEMENTARY SPANISH (3-3)

Presentation of the basic grammatical structure of the language with emphasis on correct pronunciation and intonation; use of the language in written form; introduction to civilization of the Latin-American countries. Oral approach stressed through class use of the language and taped material.

201-202 INTERMEDIATE SPANISH (3-3)

Review of the basic structure of the language and presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; introduction to the culture, history, and civilization of Spain; reading and discussion of two contemporary plays. Prerequisite: Spanish 101-102 or equivalent

301, 302 STUDY OF HISPANIC LITERATURE (3, 3)

Introduction to Spanish and Spanish-American literatures with major emphasis on Spanish literature, its historical background, and important trends developed through reading and discussion of significant works. Class conducted in Spanish. Prerequisite: Spanish 201-202 or equivalent; Spanish 301 for 302

313 SURVEY OF SPANISH LITERATURE (3)

Important literary works from various periods chosen for their importance and influence or reflection on world literature.

Alternate years; offered 1968-1969

NOTE: This course does not apply towards a concentration in Spanish. Course is conducted in English and readings are in translation. Students may elect to take this course as Literature 313e, Studies in a National Literature. Prerequisite: Literature 207, 208

315 NINETEENTH CENTURY DRAMA (3)

Study of the romantic period, thesis play, satire on social customs, and the *genero chico* through readings from outstanding authors and recordings of selected plays in the original. Class conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor
Alternate years; offered 1969-1970

316 NINETEENTH CENTURY NOVEL (3)

Stylistic and "costumbrista" study through readings and discussions of the outstanding Spanish authors of regional novels and short stories. Class conducted in Spanish.

Prerequisite: Spanish 301, 302 or permission of the instructor
Offered when there is sufficient demand

321 SPANISH CONVERSATION (3)

Advanced training in speaking, report making, and comprehension; continued stress on pronunciation, intonation, and correct modes of expression. Class conducted in Spanish.

Prerequisite: Spanish 201-202 or permission of the instructor

322 ADVANCED SPANISH CONVERSATION (3)

Current socio-political problems of Latin America discussed through the works of leading Latin-American essayists. Class conducted in Spanish.

Prerequisite: Spanish 201-202, 321, or permission of the instructor

402 CONTEMPORARY SPANISH LITERATURE (3)

Literature and ideas of 20th century from the "Generation of 1898" to the present; influence of history on the literature; stylistic analysis of works of the authors studied.

423 DRAMA OF THE GOLDEN AGE (3)

Literary background of the Golden Age; reading and evaluation of masterpieces of drama. Class conducted in Spanish.

Prerequisite: Spanish 301, 302, or permission of the instructor

424 CERVANTES (3)

Study of works of Cervantes, with emphasis on *Don Quihote* and the *Novelas Ejemplares*. Conducted in Spanish.

Admission by permission of the instructor
Alternate years; offered 1969-1970

431, 432 READINGS IN SPANISH-AMERICAN LITERATURE (3, 3)

Chronological development of Spanish-American literature; readings reflect history, culture, and social and literary trends. Class conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor
Alternate years; offered 1969-1970

433 THE CONTEMPORARY THEATRE (3)

Study of the tendencies and dramatic works from the "Generation of 98" and Modernism with emphasis on Benevente; poetic and symbolic theatre of Garcia Lorca and Casona; Spanish contemporary theatre, the contemporary theatre in Latin America. Class conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor

450 RESEARCH PROJECT IN LATIN-AMERICAN STUDIES (3)

Terminal course for students concentrating in Latin-American Studies. Written and oral defense of chosen topic must deal with a significant Latin-American problem.

Admission by permission of the instructor
Offered when there is demand

452 SPECIAL STUDIES IN SPANISH OR LATIN-AMERICAN LITERATURE (3)

Individual one-semester study and oral defense of a topic of special interest in either Spanish or Latin-American literature; research project to be written in Spanish with major part of the oral defense also in Spanish.

Admission by permission of the instructor
Offered when there is demand

HISTORY

Professor Preyer; Assistant Professor Richard A. Davis; Assistant Professor Hondros; Assistant Professor Jacobs.

Courses in the department of history are designed to help the student understand the forces which influence the conduct of human affairs. The discipline, encompassing many fields of knowledge as it does, develops perspective and objectivity through a study of the past as it affects the present and may affect the future.

Concentration in history provides good training for careers in government, in the foreign service, in law, in newspaper work, in teaching, or for graduate study. History is also a preparation for positions in library, museum, or research work.

Concentration Thirty semester hours of history courses including History 101-102, 203, 204, three hours from Asian, Muslim, Latin-American, or Russian history, and six hours at the 300-400 level in either United States or European history.

101-102 History of Western Civilization (3-3)
Study of the major regions of the world and the chief trends which influence the present-day world.

203 The United States to 1865 (3)
Rise of an American tradition; the establishment of a nation in a war-torn world; the development of the economy; expansion; sectional controversy.

204 The United States Since 1865 (3)
Reconstruction; the passing of the frontier; nationalization of business; Populist and Progressive movements; war and normalcy; the Great Depression and the New Deal; the end of isolation and life in the Cold War era.

301, 302 English History (3, 3)
Study of the social, economic, and political growth of the na-

tion with emphasis on the development of parliamentary government, the Empire, and the Commonwealth of Nations.

307 Latin America I: From Conquest to Twentieth Century (3)
Study of the countries of Latin America since time of Columbus; emphasis on the colonial era and lasting patterns established under Spanish and Portuguese rule; and problems of post-independence governments.

308 Latin America II: Twentieth Century Problems (3)
Analysis of the origins and nature of current political, social, economic, and diplomatic problems in Latin America and the efforts made to solve them.

317 History of Russia (3)
The background to Czarist Russia, emergence of Russia as a world power, the Revolution, and expansion of Communism.

318 History of the Union of Soviet Socialist Republics (3)
Detailed study of the USSR and its role in world affairs with emphasis on organization and activities of the Communist Party, development of Soviet economic and governmental institutions, and the composition of Soviet society.
Prerequisite: History 317

319 East Asia: The Traditional Civilizations (3)
Survey of the development of civilizations of Eastern Asia before the impact of the West; emphasis on Chinese civilization and its influence on adjacent areas.

320 East Asia: The Period of Modernization (3)
Survey of the development of Eastern Asia in response to the impact of the West; emphasis on the contrasting responses of China and Japan.
Prerequisite: History 319

377 Ancient Civilization: Egypt, Near East, Classical Greece (3)

Survey of Egyptian, Near Eastern, and Greek history and civilization; emphasis on art, religion, philosophy, literature.

378 Ancient Civilization: Hellenistic World and Rome (3)

Survey of Hellenistic and Roman history and civilization; emphasis on art, religion, philosophy, and literature; also development of Christianity within the Greco-Roman world.

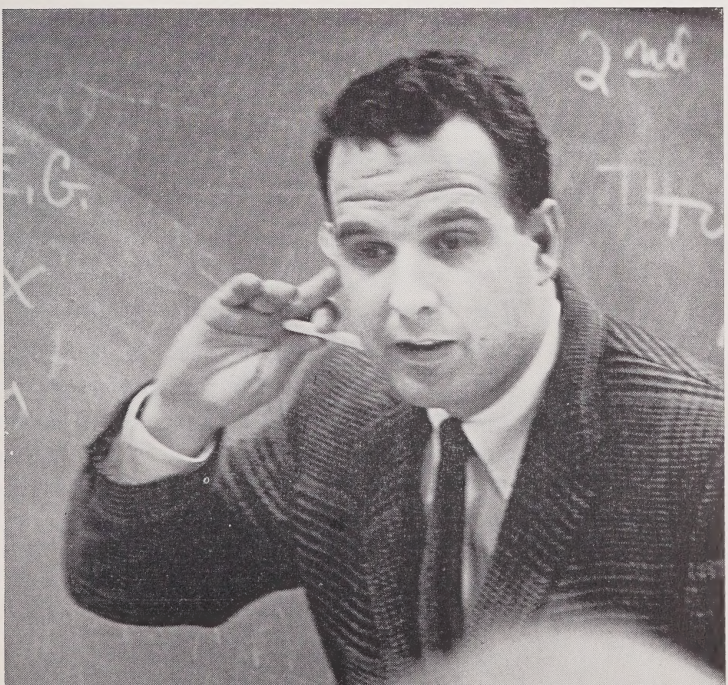
379 Europe in the Middle Ages (3)

Survey of the main trends of political, social, economic, intellectual, and religious development in medieval Europe.

382 The Period of the Hapsburgs (3)

Study of the origins and development of the power of the House of Hapsburg and the factors that contributed to its decline.

Offered only in the Queens European Program, The Institute of European Studies, Vienna, Austria



385 EUROPE IN THE AGE OF REVOLUTIONS, 1789-1848 (3)
Study of the forces of continuity and change in European history from the French Revolution to the revolutions of 1848.

386 EUROPE FROM THE AGE OF BISMARCK TO THE FIRST WORLD WAR, 1848-1914 (3)
Study of the political, diplomatic, social, and cultural developments in Europe from the unification of Italy and of Germany to the European collapse.
Prerequisite: History 385

390 INDIVIDUALS AND GENERATIONS, 1763-1919 (3)
Biographical approach to American history; impact of historical forces upon the attitudes and actions of different generations.

399 AMERICAN FOREIGN POLICY (3)
Major themes in the history of American diplomacy with emphasis on their applications, modification, and development in relation to America's increased responsibilities as a world power.
Prerequisite: History 204 or permission of the instructor

402 THE RENAISSANCE AND REFORMATION (3)
A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.

403 EUROPE SINCE THE FIRST WORLD WAR (3)
Emphasis on the rise of totalitarianism, the Second World War, and the post-war era.

405 MAIN CURRENTS IN SOUTHERN HISTORY (3)
Study of forces which shaped the Southern mind from the early 18th century to the present; concept of "The South"; origins of slavery and its effects; contrasts between the South of the 18th and 19th centuries; the New South ideology; economic problems; cultural distinctions; politics on local and national level; the Negro Revolt.

406 THE UNITED STATES IN THE TWENTIETH CENTURY (3)

The domestic history of the United States since World War I: normalcy, New Deal, and the era of the Cold War; problems of the 1960's including economic regulation, social legislation, Federal and Presidential powers, internal security and civil liberties, and civil rights movement.

Prerequisite: History 204 or permission of the instructor

415 THE UNITED STATES FROM RECONSTRUCTION TO WORLD WAR I (3)

A study of the problems and adjustments of an age in upheaval: Reconstruction, the trials of the freedman, the triumph of industry, the revolution in thought, and the Populist and Progressive movements.

420 HISTORY SEMINAR (3)

Theories concerning causation, pattern, and meaning in history. Conducted on a colloquium basis.

450 INDEPENDENT STUDY IN HISTORY (3)

Independent investigation of a topic by writing of a thesis or a program of directed readings: oral examination conducted by department members.

Open to students only by permission of the department

HONORS COURSES

Colloquium HONORS COLLOQUIUM, 1968-1969 (3)

The topic for the 1968-1969 colloquium is "The City: Its Properties, Its Problems, and Its Future." The major phenomena of city development will be considered as well as problems of units internal to the city and those arising from relationships between the city and the external social units such as the rural community and the state and federal governments.

Local resources will be drawn upon to supply information and to stimulate critical discussion. Individual projects will be required in the colloquium.

Limited to 25 participants, second semester, 1968-1969.

Seminar QUEENS SEMINAR FOR FRESHMEN (3-3)

Entering freshmen who have been selected as Queens Scholars take a special seminar designed to prepare them for effective independent study during and after college. The emphasis is upon the development of a high level of competence in dealing with ideas. Members of the seminar discuss special readings of interest and examine and report on a number of periodicals. Outside speakers frequently participate in group discussions. There is also emphasis on research and research writing. The seminar will meet the requirement of six semester hours of English composition.

MATHEMATICS

Professor Fusaro; Professor Hoyle; Professor Oates; Associate Professor Jenkins; Mr. Archer.

The department of mathematics presents the discipline as both a pure and an applied science. Attention is also given to the roll of mathematics in understanding the behavioral sciences. The sequence of courses 102, 201, 202 serves as a preparation for further work in mathematics and science. Course 105 is appropriate for general education and for students concentrating in the behavioral sciences.

Concentration Mathematics 102, 201, 202, 301, 302, and 15 semester hours selected from upper level mathematics courses in consultation with the major advisor.

The normal sequence of courses for students who plan to concentrate in mathematics is the following—freshman year: courses 102, 201; sophomore year: courses 202, 301; junior year: courses 302, 303 (or 401), 304 (or 307); courses in the senior year are selected in consultation with the major advisor.

As a part of the concentration in mathematics, students planning to study for a graduate degree should include in their programs 307, 401, and 415 or 416.

101 An Introduction to Mathematical Analysis I (3)

Sets; equations and inequalities; mathematical induction; relations, functions and their graphs; trigonometric functions.

This course is for students who plan to major in mathematics or the natural sciences but who do not have the preparation for Mathematics 102. Others will be admitted only by permission of the department head.

102 An Introduction to Mathematical Analysis II (3)

Limits and continuity; the derivative and its applications, including curve-sketching and maximum/minimum problems; the law of the mean.

Prerequisite: Mathematics 101 or its equivalent

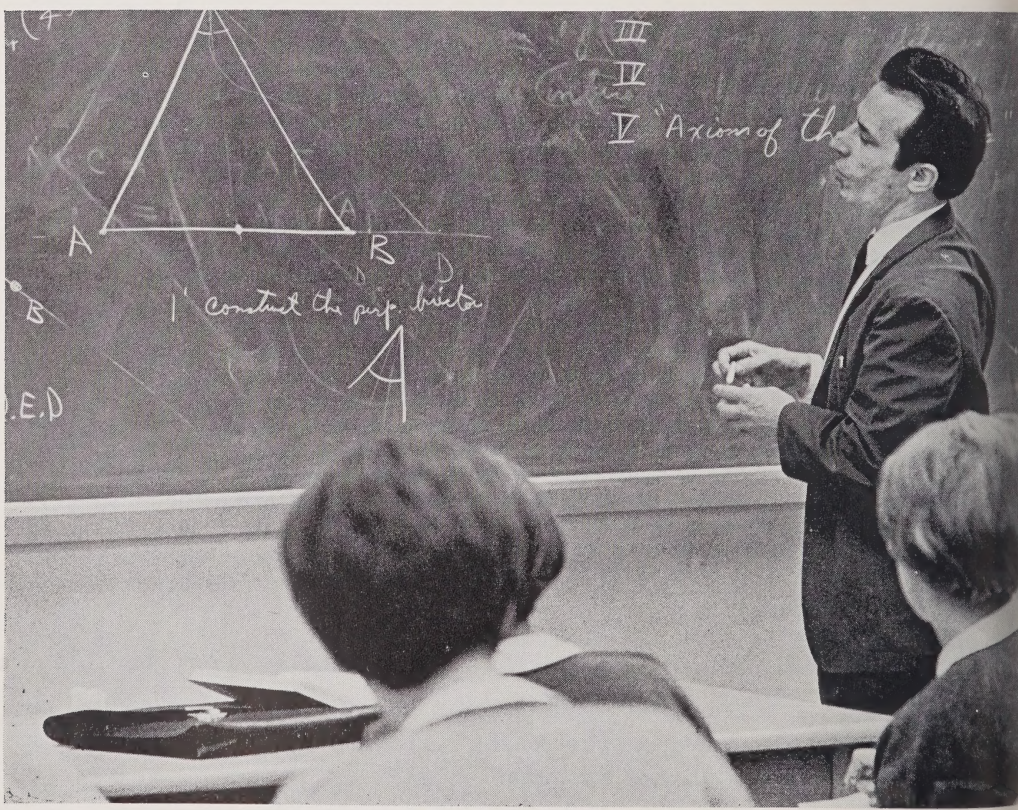
105 AN INTRODUCTION TO MODERN MATHEMATICS (3)

Statements, connectives, truth-tables and valid arguments; sets and their relation to statements; partitions and counting problems; probability, including conditional probability and Bayes' theorem.

201, 202 CALCULUS WITH ANALYTICAL GEOMETRY AND LINEAR ALGEBRA I, II (3, 3)

The definite integral; the calculus of circular and hyperbolic functions; formal integration and its applications; locus problems and the parabola, ellipse, and hyperbola; vectors and three-dimensional geometry; matrices and linear transformations.

Prerequisite: Mathematics 102 or its equivalent



301, 302 MULTIVARIATE CALCULUS WITH DIFFERENTIAL EQUATIONS I, II (3, 3)

Surfaces and curves; vector functions, partial derivatives; multiple integrals; series; tangent fields given by $y' = f(x, y)$; series solutions of equations; exact and first order linear equations; homogenous and nonhomogenous linear equations with constant coefficients; systems of equations.

Prerequisite: Mathematics 202

303 ADVANCED COLLEGE ALGEBRA (3)

Modern approach to the study of such topics as complex numbers, matrices, determinants, theory of equations, mathematical induction, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

Prerequisite: Mathematics 202; may be taken concurrently

304 COLLEGE GEOMETRY (3)

Modern approach to the study of Euclidean and non-Euclidean geometries including incidence and affine geometries; designed especially for students preparing to teach.

306 STATISTICAL METHODS (3)

Introduction to the concept of statistical inference with emphasis on applications using the normal, t, chi-square, and F distributions. Primarily for persons not concentrating in mathematics.

Offered when there is sufficient demand

307 INTRODUCTION TO TOPOLOGY (3)

Introductory study of point-set topology, including open sets, continuity, topological spaces, homeomorphism, connectedness and compactness.

Prerequisite: Mathematics 201
Alternate years; offered 1968-1969

401 AN INTRODUCTION TO MODERN ALGEBRA (3)

Presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics.

Prerequisite: Mathematics 202

405 Introduction to Probability and Mathematical Statistics (3)

Introductory study of probability as a mathematical system; random variables and distribution functions; mathematical models; testing hypotheses; estimation of parameters.

Prerequisite: Mathematics 202
Alternate years; offered 1969-1970

406 Statistical Inference (3)

Study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 202
Alternate years; offered 1969-1970

409 Numerical Analysis (3)

Roots of algebraic and transcendental equations; the difference calculus and interpolation; matrix inversion and eigen-values; initial-value problems for differential equations.

Prerequisite: Mathematics 302; may be taken concurrently

415 Real Variable Theory (3)

The real numbers; set theory; metric spaces; Euclidean spaces; uniform continuity; series of functions; the Riemann-Stieltjes integral.

Prerequisite: Mathematics 302; may be taken concurrently
Alternate years; offered 1969-1970

416 Complex Analysis (3)

Algebra and geometry of complex numbers; analytic functions; conformal mappings, contour integrals; Taylor and Laurent series.

Prerequisite: Mathematics 302; may be taken concurrently
Alternate years; offered 1968-1969

425 Mathematics Seminar (3)

Seminar course in advanced phases of mathematics.

Open to senior mathematics majors with permission of the instructor
Prerequisite: Mathematics 302
Offered when there is sufficient demand

MUSIC

Professor Stegner; Associate Professor May; Associate Professor Morrison; Assistant Professor Eagle; Assistant Professor Hargett; Assistant Professor Lammers; Assistant Professor Pummill; Mr. Wilson.

The department of music places emphasis upon the individual purpose of each student whether she is pursuing music as a professional career, developing a special ability, studying to become a teacher, or is interested in music as a part of her liberal education.

Small classes allow personal attention, and students receive private instruction under teachers who are performing artists. Ensemble work is stressed through participation in the musical organizations at Queens. The more advanced students have many opportunities for group and solo performances in the city of Charlotte through civic organizations such as the Charlotte Opera Association, the Oratorio Singers, the Charlotte Symphony Orchestra, and church choirs.

Concentrations

Concentration in Music Under Bachelor of Arts Degree: Forty semester hours in music including Music 100, 105, 106, 211, 212, 307, 308, 407; at least two years of ensemble work (choir, chorus, and/or instrumental ensemble), and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above. Each student will be auditioned at the beginning of the freshman year to aid in the determination of her level of proficiency in the applied areas. The following fields can be elected for special emphasis under this degree: general music, applied music, history and literature, sacred music, and theory.

Concentration in Music Under Bachelor of Music Degree: Bachelor of music candidates are required to fulfill the same basic requirements as those required of all liberal arts candidates (see page 39) except that the Group 3 requirement is four or eight semester hours. Each student will be auditioned

at the beginning of the freshman year to aid in the determination of her level of proficiency in the applied areas. Also required are Music 100, 105, 106, 211, 212, 301, 302, 307, 308, 407, six to eight semester hours ensemble work (choir, chorus, and/or instrumental ensemble), and the following:

1. In Applied Music: Thirty-eight additional hours in music apportioned as follows: 21 to 24 hours in a chosen instrument, half-recital in junior year, Music 400, 413, 414, three to six additional hours in music courses, and four additional hours (in four semesters) in other applied music. At the end of the sophomore year a qualifying examination will be given in the major applied area.

2. In Music Education: Music 95, 321-322, 415, 416, and no less than 14 semester hours in a major performance area and four semester hours in a minor performance area. (See music bulletin for musical and technical standards in performance areas.)

3. In Piano Pedagogy: Fifteen to 17 semester hours in piano (including Music 95, Functional Piano Class); Music 313-314, 413-414, 417-418; at least nine additional hours in music; Psychology 201-Education 202, and Psychology 307.

100 Introduction to Music (3)
Study of the basic materials of music, survey of the important composers, and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment.

105, 106 Fundamentals of Music Theory (3, 3)
Introduction to the fundamentals of music; sight-singing; recognition of pitch; rhythmic and harmonic elements; elementary keyboard harmony. Basic principles of part-writing and analysis of the four-part chordal style.

211, 212 Theory of Music (3, 3)
Analytical approach to harmonic techniques of composition in the period of common practice (Baroque, Classic, Romantic); writing, analysis, dictation, and sight-singing in the four-part chorale style (first semester) and in chromatic and instrumental styles (second semester).
Prerequisite: Music 105, 106

230 Music Methods for Elementary Teachers (2)
Materials and methods of teaching music in the elementary school with emphasis on techniques of teaching music fundamentals, supervising performing activities, and helping the elementary child to become an intelligent listener.
Prerequisite: Music 100 and some basic knowledge of the fundamentals of music theory and elementary piano playing demonstrated on examination, or by one semester of private piano study

301 Advanced Theory I (3)
Analytical approach to the techniques of counterpoint and contrapuntal forms with particular emphasis on the pre-Baroque and Baroque eras. Written exercises and performances of compositions in the style.
Prerequisite: Music 211

302 Advanced Theory II (3)
Study of the techniques of composition and form as used by composers in classic, romantic, and contemporary music; analysis and performance in the style.
Prerequisite: Music 211

307 Music from the Ancient Greeks Through the Baroque Era (3)
Study of the broad aspects of music in Western civilization from approximately 500 B.C. through the Baroque era; emphasis on representative composers and forms that developed in each succeeding period.
Prerequisite: Music 100

308 Music in the Classical and Romantic Eras (3)
Study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven; and of the progression of the romantic element in music of the 19th century and composers involved.
Prerequisite: Music 100
This course is also offered in the Queens European Program, Institute of European Studies

313-314 Elementary Piano Pedagogy and Materials (2-2)
Topics in methods, piano-readiness, musicianship, theory, technique, and interpretation as they pertain to the first four years of piano study; extensive survey and evaluation of pedagogical materials.
Prerequisite: Music 95 or permission of instructor

315 Music Literature for the Church (3)
Study of all forms of music used in the church service: hymns, motets, anthems, responses, cantatas, and oratorios; valuable to students who may be interested in any phase of church work.

316 Christian Liturgies and Music (3)
Review of the liturgical heritage of the Christian church including the historical development of all forms of Protestant worship; detailed explanation of the symbolism and music beginning with the Hebrew faith and continuing with the Greek, Roman, Lutheran, Anglican, and Reformed liturgies.

317 The Organ in the Church (3)
Instructions in playing organ for church services including practice in hymn playing, choir accompaniments, conducting from the console, ornamentation, modulation, and improvisation at the keyboard; appropriate music for each season of the church year and for special occasions; discussion of the electronic organs used in the churches today.

321-322 Methods for Public School Music Teachers (3-3)
Materials, theories, and techniques involved in teaching of all areas of music in the elementary, junior, and senior high school; trips made to observe local school groups in the classroom and in concert; experience in the use of functional piano procedures and playing of social instruments used in the general music program; class instruction in strings, woodwinds, brass, and percussion.
Three hours class, one laboratory period a week

400 Senior Recital (1)
The preparation and performance of a full public solo recital in the major instrument.

407 Music Literature of the Twentieth Century (3)
Study of the development of music during the 20th century beginning with the works of Debussy and Mahler; aspects, means of expression, and present day tendencies examined and discussed through the use of contemporary masterpieces.
Prerequisite: Music 100

408 Composition (3)

Creative expression in various musical media based on a study of traditional and 20th century forms and techniques of composition; suitable compositions performed in workshop recitals.

Admission by permission of the instructor

409 Orchestration (3)

Study of modern orchestral instruments; theories and historical development of orchestral coloring, technique and balance; application of the skills of instrumental scoring.

413-414 Advanced Piano Pedagogy and Literature (2-2)

For use in teaching the more advanced student; comprehensive survey of the literature of the piano, with discussion of musicianship, technique, theory, and interpretation.

Piano pedagogy majors should take Music 417-418 concurrently.

415 Choral Conducting and Arranging (3)

Basic conducting techniques and choral arranging applied to the specific task of producing music with a choir.

Prerequisite: At least one year of choir or chorus experience

416 Instrumental Conducting and Arranging (3)

Techniques of score reading and orchestral conducting as developed from a study and understanding of fundamentals of orchestration; laboratory experience in conducting.

417-418 Supervised Student Teaching in Piano (1-1)

Observation of piano teachers and supervised student teaching in piano at the elementary level.

Prerequisite: Music 313-314

450 Advanced Studies in Music (3)

Students who have displayed unusual interest and scholarship in some specific phase of music and have been approved by the faculty in music may pursue this interest under the guidance of an appointed faculty member.

APPLIED MUSIC*

170, 180 APPLIED MUSIC (FOR NO CREDIT) (0, 0)
One half-hour private lesson in piano, organ, strings, or voice. Attendance at lessons and satisfactory work are expected at all times. See fee schedule on page 134.

171, 181 APPLIED MUSIC (Freshman Level) (1, 1)
One half-hour private lesson in piano, organ, strings, or voice. At least five hours practice each week is required. See fee schedule on page 134.

172, 182 APPLIED MUSIC (Freshman Level) (2, 2)
Two half-hour private lessons each week in piano, organ, strings, or voice. At least nine hours practice each week is required. See fee schedule on page 134.

173, 183 APPLIED MUSIC FOR THE BACHELOR OF MUSIC IN APPLIED MUSIC (Freshman Level) (3, 3)
Two half-hour private lessons each week in the music major's primary applied area of piano, organ, strings, or voice. At least 12 hours practice each week is required. See fee schedule on page 134.

271, 281 APPLIED MUSIC (Sophomore Level) (1, 1)
One half-hour private lesson in piano, organ, strings, or voice. At least five hours practice each week is required. See fee schedule on page 134.
Prerequisite: A year of freshman-level work in the same applied music area

272, 282 APPLIED MUSIC (Sophomore Level) (2, 2)
Two half-hour private lessons each week in piano, organ, strings, or voice. At least nine hours practice each week is required. See fee schedule on page 134.
Prerequisite: A year of freshman-level work in the same applied music area

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*At registration, all applied music courses listed should indicate special field of applied music as well as course title and number. Example: Applied Music 170-Piano.

273, 283 APPLIED MUSIC FOR THE BACHELOR OF MUSIC IN APPLIED MUSIC (Sophomore Level) (3, 3)
Two half-hour private lessons each week in the music major's primary applied area of piano, organ, strings, or voice. At least 12 hours practice each week is required. See fee schedule on page 134.

Prerequisite: Music 173, 183 in the same applied area or permission of the department

371, 381 APPLIED MUSIC (Junior Level) (1, 1)
One half-hour private lesson in piano, organ, strings, or voice. At least five hours practice each week is required. See fee schedule on page 134.

Prerequisite: A year of sophomore-level work in the same applied music area

372, 382 APPLIED MUSIC (Junior Level) (2, 2)
Two half-hour private lessons each week in piano, organ, strings, or voice. At least nine hours practice each week is required. See fee schedule on page 134.

Prerequisite: A year of sophomore-level work in the same applied music area

373, 383 APPLIED MUSIC FOR THE BACHELOR OF MUSIC IN APPLIED MUSIC (Junior Level) (3, 3)
Two half-hour private lessons each week in the music major's primary applied area of piano, organ, strings, or voice. At least 12 hours practice each week is required. See fee schedule on page 134.

Prerequisite: Music 273, 283 in the same applied area

471, 481 APPLIED MUSIC (Senior Level) (1, 1)
One half-hour private lesson in piano, organ, strings, or voice. At least five hours practice each week is required. See fee schedule on page 134.

Prerequisite: A year of junior-level work in the same applied music area

472, 482 APPLIED MUSIC (Senior Level) (2, 2)
Two half-hour private lessons each week in piano, organ, strings, or voice. At least nine hours practice each week is required. See fee schedule on page 134.

Prerequisite: A year of junior-level work in the same applied music area

473, 483 APPLIED MUSIC FOR THE BACHELOR OF MUSIC IN APPLIED MUSIC (Senior Level) (3, 3)
Two half-hour private lessons each week in a music major's primary applied area of piano, organ, strings, or voice. At least 12 hours practice each week is required. See fee schedule on page 134.
Prerequisite: Music 373, 383 in the same applied area

MUSIC CLASSES

51, 52 BEGINNERS PIANO CLASS (1, 1*)
Two weekly sessions of one hour each, in which classes are instructed in the beginning phases of piano playing. Elective for students with no previous training. Regular practice is required.

53, 54 INTERMEDIATE PIANO CLASS (1, 1*)
One weekly session of one hour, in which classes are instructed in the intermediate phases of piano playing. Regular practice is required.

61, 62 BEGINNERS STRING CLASS (1, 1*)
Two weekly sessions of one hour each, in which students are instructed in the beginning phases of violin, viola, and cello playing. Elective for students with no previous training. Regular practice is required.

63, 64 INTERMEDIATE STRING CLASS (1, 1*)
One weekly session of one hour, in which students are instructed in the intermediate phases of violin, viola, and cello playing. Regular practice is required.

71, 72 VOICE CLASS (1, 1*)
Two weekly sessions of one hour each, in which students with little or no vocal training are instructed in the basic principles of tone production and their application to individual needs; simple exercises and songs. Regular practice is required. A full year required of all music education majors; should be taken as early as possible in the program of study. Open to any student for a year.

81-82 CONCERT CHOIR (1-1*)

Admission by audition only. Repertoire includes works from the 15th century through the contemporary period. (See section under Music Organizations, page 21.)

83-84 CHORUS (1-1*)

A choral organization for singers of average ability.

85-86 ENSEMBLES: (a) PIANO, (b) INSTRUMENTAL (1-1*)

(a) Work, discussion, and performance in the several aspects of piano ensemble: duets, duo-piano, vocal and instrumental accompanying.

(b) Work, discussion, and performance in chamber groups: sonatas, trios, quartets, beginning orchestra.

95 FUNCTIONAL PIANO CLASS (0 or 1)

Includes procedures and skills for proficiency in reading, harmonization, and transposition at sight; materials for teaching elementary and secondary school music. Open to any student but designed particularly for students majoring in some aspect of public school music or piano pedagogy. The class will meet for one-hour sessions twice a week. One semester-hour credit is granted for the semester in which the student passes the piano proficiency examination.

*Semester hours gained in courses marked with an asterisk may not be counted toward the 40 hours music concentration or the 120 hours for graduation under the A.B. program in music.

PHILOSOPHY

Professor Beidler; Assistant Professor Jackson.

The department of philosophy seeks to train students to look upon life critically and sensitively through the processes of analysis and speculation. Since philosophy touches many areas of the liberal arts, concentration in the field is more of an educational pursuit than a professional pursuit.

Concentration Philosophy 102, or 203, or 204, 205, 301, 302, 303, 305, and nine hours of other work in philosophy. Six hours of pertinent course work from another department is to be chosen in consultation with the major advisor.

102 Readings in Philosophy (3)
Discussion of the writings of the great philosophers including Plato, Aristotle, Descartes, Kant and selected modern and Oriental philosophers with emphasis on critical and sympathetic reading to assist the student to develop a philosophy.

203 Introduction to Philosophy (3)
Introductory study of the perennial questions of philosophy and the various systems of philosophy which have tried to answer them.

204 Philosophy of Religion (3)
Introductory study of some of the major religious beliefs; development of a critical understanding of the nature of religion and such beliefs as God, freedom, evil, and the nature of man.

205 Elementary Logic (3)
Special emphasis on scientific method and inductive method of problem solving; deductive logic considered as a part of inductive problems; emphasis on practical problem solving.

301 History of Western Philosophy: Part I
Ancient and Early Medieval (3)
Historical treatment of problems of philosophy with a focus on the great ideas that have shaped the course of Western

thought; development of these ideas traced in the writings of great philosophers; ending with late medieval movements towards humanism.

302 History of Western Philosophy: Part II
Late Medieval and Modern (3)

Continuation of Philosophy 301, course begins with Peter Abelard and includes the ideas that have shaped the philosophy of modern Western cultures up to the 19th century.

Prerequisite: 301 or permission of instructor

303 Oriental Philosophy (3)

Survey of Asian cultures and the systems of thought that have made lasting impression on the Orient; study of some of the major ideas that have influenced the development of Oriental religions and philosophy.

This course may be taken for credit in religion. See Religion 304

305 Ethics (3)

Study of the theories and writers in moral philosophy; practical questions considered in the context of major questions of good, duty, and right; consideration of problems in social ethics.

308 Contemporary Philosophy (3)

Problems of philosophy in their modern setting; development of ideas that have shaped modern Western thought traced in the writings of some of the influential modern philosophers.

Prerequisite: Three semester hours chosen from Philosophy 102, 203, or 301

309 Aesthetics (3)

Philosophical study of the nature of art, emphasizing the creative process and the aesthetic experience; discussion of art as a form of knowledge and of relation of beauty to art.

Not offered 1968-1969

310 GREAT PHILOSOPHIES AND PHILOSOPHERS (3)

Major movements and periods of philosophy.

310a: Plato and Aristotle
310b: Kant and the Post Kantians
310c: The British Empiricists
310d: Existentialism and Phenomenology
310e: The Philosophy of Vedanta
310f: American Philosophy
310g: The Great Chain of Being, a study in the history of an idea

Prerequisite: Philosophy 102, or 203, or 204 (Philosophy 303 for Oriental topics) or permission of the instructor

315 SYMBOLIC LOGIC (3)

Study of the modern logic of propositions, functions, and classes; some consideration of formal deductive systems and forms of language.

425 SEMINAR IN PHILOSOPHY (3)

Study of topics of special interest, such as Chinese philosophy, philosophy of science, and Indian philosophy.

Prerequisite: Previous work in philosophy or senior standing

450 INDEPENDENT STUDIES IN PHILOSOPHY (3)

Independent investigation of a topic by means of a thesis or a program of directed readings.

Prerequisite: Permission of the instructor

PHYSICAL EDUCATION

Assistant Professor Magher; Miss Mee; Miss Pharr; Mrs. Walker.

Each regular four-year student for the bachelor of arts and bachelor of music degrees is required to complete with a grade of satisfactory, S, four credit-hours of physical education.

The four physical education courses must be taken during the freshman and sophomore years. Emphasis is placed on individual and dual sports with team sports being coordinated with golf and tennis at the beginning or end of the semester as the weather dictates. (As a part of the work in physical education each student is expected to demonstrate competence in swimming.)

The student is given an opportunity to develop understanding, appreciation, and attitudes towards physical education as a part of her total educational program. There is orientation in the history of physical education, trends of modern physical education, and in some of the basic principles of personal and community hygienic living.

Areas of Choice Credit hours are selected from the following areas:
Archery and First Aid
Bowling (Fee $13.00)
Dance—modern (beginning and intermediate), folk, and social
Dolphin Club—one credit hour will be assigned for a year's participation in the Dolphin Club; membership is based upon try-out*
Golf—(Fee of approximately $12.00 covers cost of balls and transportation to and from golf course)
Horseback Riding (Fee $60.00)
Recreational Sports
Swimming — beginners, advanced beginners, intermediate, synchronized, senior life saving, water safety instructors**
Tennis—beginning and intermediate

*Selection is made on the basis of demonstrated skill. Approval for credit must be obtained prior to registration. One year's participation is required for one credit hour.

**Classes in senior life saving and for water safety instructors are open only to students who can present the requisite skill in swimming. Senior life saving is prerequisite to the course for water safety instructors.

PHYSICS

Professor Oates

The department of physics seeks to assist students in thinking analytically in terms of the fundamental principles of physics. Emphasis is upon the application of these principles to specific situations and not just upon formulae for solving classroom problems.

The student concentrating in physics is prepared to enter the laboratory, to teach at the secondary school level, or to advance into graduate school.

Concentration Physics 101, 102 or equivalent, 201, 202, 320, 321, 420, 421, and 15 semester hours numbered 300 or above. Mathematics 102 or equivalent, 201, 202, 301, and 302 are required. Physics 202 and Mathematics 202 or permission of the instructor are the general prerequisites for all courses numbered 300 and above.

101, 102 General Physics (4, 4)

Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics.

Three hours lecture, three hours laboratory a week
Prerequisite: Elementary algebra and plane geometry; Physics 101 for Physics 102

105 Elementary Biophysics (4)

Elementary treatment of selected topics dealing with the physics of living organisms and the biological effects of physical agents.

Three hours lecture, two hours laboratory a week
Prerequisite: Elementary algebra and plane geometry

201, 202 Modern Physics (3, 3)

Study of some recent developments in physics, including atomic and nuclear structure, the quantum theory, solid state physics, and relativity; emphasis on mathematical techniques.

Prerequisite: Physics 102 or equivalent; Mathematics 201, 202 prerequisite or taken concurrently

301 Optics (3)

Treatment of the optical properties of electromagnetic radiation, with particular attention to the properties of visible light.

Prerequisite: Physics 202 or permission of the instructor

305 Mechanics (3)

Introduction by means of the calculus and vectors to the formulation and use of the principles of classical mechanics.

Prerequisite: Physics 202 or permission of the instructor

310, 311 Electricity and Magnetism (3, 3)

Static electric and magnetic potentials and fields; conductors; dielectric and magnetic media; solutions of Laplace's and Poisson's equations; varying fields; Maxwell's equations.

Prerequisite: Physics 202; Mathematics 301 prerequisite or taken concurrently

320, 321 Advanced Physics Laboratory (1, 1)

Measurements in mechanics, electricity, heat, optics, and atomic and nuclear physics, in accordance with needs of the student.

Three hours laboratory a week
Prerequisite: A physics course numbered 300 or above; may be taken concurrently

401, 402 Atomic and Nuclear Physics (3, 3)

Survey of topics in atomic and nuclear physics, including atomic phenomena, radioactivity, elementary particles, and nuclear interactions.

Prerequisite: Physics 310, 311; may be taken concurrently

405 Heat and Thermodynamics (3)

Generalization of concepts of work, heat, and energy; First and Second Laws of Thermodynamics; derivation of thermodynamic relationships; phase changes.

Prerequisite: Physics 202 and Mathematics 301

420, 421 Advanced Physics Laboratory (1, 1)

The student will conduct independently experiments relating to the various disciplines of physics.

This course is open only to seniors concentrating in physics
Three hours laboratory a week

POLITICAL SCIENCE

Assistant Professor Syfert.

The program in the department of political science offers the individual an opportunity to study man's political organization at various levels of complexity and to understand the philosophical integration of man's political behavior.

Concentration Political Science 201, 307, and 313, and 18 additional semester hours in political science and six semester hours selected from among the following: Psychology 303, 305; Sociology 204, 308, 313, 318; Economics 302, 313, 426.

Superior students should consider participation in the Washington Semester Program in which as many as 15 semester credit hours may be earned while the student is at American University in Washington, D. C.

201 American Government (3)

American political institutions and practices; emphasis on the evolution of the Constitution, Executive-Legislative relationships, Congressional procedures, and the problems of state and city governments. Case studies will illustrate actual workings of the system in recent years.

307 Political Philosophies and Ideologies (3)

Study of selected theories of man's relation to the state and society by examination of the political works of Plato, Aristotle, Machiavelli, Hobbes, Locke, Bentham, Marx, and Camus; fundamentals of democracy, fascism, socialism, communism.

308 Parties and Politics (3)

Political behavior as expressed in election campaigns, membership in political organizations, voting, and attitudes toward government; emphasis on relationships between society and political institutions and practices; the party system; problems of candidates.

313 The American Constitution (3)

The Constitution as a living document; its origins, principles, and development; emphasis on the Constitution as interpreted and understood today.

323 World Politics Since 1939 (3)

Survey of events and trends in world affairs since the beginning of World War II: wartime diplomacy, postwar settlements, the recovery of Europe and Japan, the breakup of the old empires, and various directions taken by the Cold War; designed to provide students with historical background for the study of current diplomatic theory and practice.

402 International Relations (3)

The theory and practice of modern diplomacy; the process of negotiation; the role of ideology, trade, aid, propaganda, geography, population, conventional and guerilla warfare; United Nations in world affairs.

Prerequisite: Political Science 323 or permission of the instructor

408 Totalitarian and Autocratic Government (3)

Study of the social and economic factors which lead to establishment of regimes commonly known as fascist and communist; the theory and practice of totalitarian leadership and controls; emphasis on Nazi Germany, Fascist Italy, Soviet Russia, Communist China, Peron's Argentina, Eastern Europe, Cuba.

410 Democratic Government (3)

Study of the major governments usually designated as democracies; examination of common features and apparent prerequisites for establishing democracies; major emphasis on governments of Great Britain, The Commonwealth, France, West Germany, Japan, India, and Scandinavia.

491 Independent Study in Political Science (3)

Opportunity for independent investigation of a topic by means of a thesis or a program of directed readings; oral examination conducted by department members.

Open to seniors with permission of the department

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Babb; Professor Harris; Assistant Professor Lanier.

Courses in psychology lead to a deeper understanding of those factors which are important in determining human behavior and thus enable the student to understand herself and others better. The department of psychology is so structured that the introductory course gives the student who does not wish to continue formal study in the area an adequate background for relating psychological principles to other areas or for studying individually. The upper level courses also allow students who do not wish to concentrate in the field to do further work in an area of special interest.

For the student who wishes to concentrate in psychology, the upper level courses afford training in the subject-matter of the field and in the techniques of data quantification and analysis. This training can serve as a basis for graduate work in the social sciences and related fields. In addition to preparation for graduate study, a major in psychology can lead to careers in personnel work, general business, social work, and similar positions.

Concentration Psychology 201-202, 201L, 305, 306, 401, and at least 15 additional hours in the department as approved by the major advisor. Biology 106, Mathematics 102 or 105, Philosophy 203, and Physics 101 and 102 or Physics 105 are recommended.

Prerequisite Psychology 201-202 is prerequisite to all courses in the department with the following exception: Psychology 201-Education 202 may be substituted as the prerequisite for Psychology 307. This exception would apply only to students working for teacher certification.

201-202 General Psychology (3-3)
Survey of the field of psychology emphasizing the results of scientific investigations in the area of human behavior; first semester, study of the experimental method, maturation,

learning, motivation, emotion, sensation, and preception; second semester, study of individual differences, measurement, personality, and social processes. This sequence is followed by students who are not working for teacher certification.

201L General Psychology Laboratory (1)

Beginning study of techniques and procedures of psychological research. This course and Psychology 201 should be taken concurrently.

201-Education 202 General Psychology-Educational Psychology (3-3)

Course designed for teacher certification; first semester identical to that of the Psychology 201-202 sequence; second semester considers same subject areas as Psychology 202, and that of learning; also application of psychological principles to educational situations.

303 Social Psychology (3)

Social influence on development of personality; interpersonal perception; attitude formation and measurement; small group and collective behavior; a psychological approach to society. This course may be taken for credit in sociology.
Prerequisite: Psychology 201-202

304 Abnormal Psychology (3)
Study of the deviant individual from both the dynamic and behavioral viewpoints; causation, diagnosis, and methods of treating deviant behavior.
Prerequisite: Psychology 201-202

305 Statistical Methods in Psychology (3)
Elementary study of statistical methods used in behavioral research, including consideration of both descriptive and inferential statistics.
Prerequisite: Psychology 201-202

306 Experimental Methods in Psychology (3)
Application of experimental methods to problems in perception, learning, and social behavior; principles of research; experience in design of research projects and use of apparatus.
Prerequisite: Psychology 201-202, 305

307 Developmental Psychology (3)
Study of the child from conception through adolescence with emphasis on those factors which influence the emotional, social, and intellectual development of the child.
Prerequisite: Psychology 201-202 or Psychology 201-Education 202

311 Psychological Tests (3)
Introductory study of principles of test evaluation and interpretation; consideration of examples of the major types of psychological tests in reference to these principles.
Prerequisite: Psychology 201-202

312 Physiological Psychology (3)
Introduction to the human nervous system and internal environment and their effects upon behavior; normal and abnormal conditions discussed with respect to sensation, learning, emotion, and motivation.
Prerequisite: Psychology 201-202

401 Systems of Psychology (3)

Historical survey of the major psychological schools of thought and their positions relative to learning, perception, motivation, and personality.

Prerequisite: Psychology 201-202

402 Theory of Personality (3)

Survey of selected personality theories from Freud to the present; consideration of their adequacy in describing and explaining normal and abnormal behavior; their influence on present day culture.

Prerequisite: Psychology 201-202

407 Learning Theory (3)

Study of different theoretical approaches to problems of learning with emphasis upon experimental findings.

Prerequisite: Psychology 201-202

449, 450 Independent Research (1, 3)

Opportunity for independent investigation of topics by means of readings and/or experimentation; first semester devoted to formulating the problem, determining its method of investigation, and compiling a bibliography; second semester, to collecting the data and writing a report.

Prerequisite: Psychology 201-202; permission of the department; also, Psychology 449 prerequisite to Psychology 450

451 Seminar in Psychology (3)

Seminar dealing with areas of psychology not covered in the regularly scheduled courses.

Prerequisite: Psychology 201-202
Offered when there is sufficient demand

RELIGION

Professor Wright; Associate Professor Taylor; Associate Professor Zeluff; Assistant Professor Jackson.

College study in religion should increase a student's awareness of man's perennially urgent questions in their varied forms. It should help the student grasp the meaning of a religious heritage and assess more intelligently the religious choices which individuals and society continually make.

The basic courses in the department of religion stress the study of the Bible. Other courses deal with world religions and with the historical, philosophical, and ethical approaches to a variety of religious materials. In several offerings the department gives particular attention to contemporary life and thought.

The range of issues treated in this department, and the methods and perspectives used, invite a student to see explicit and implicit relationships to other college work and to any field of vocational endeavor. A student intending to enter a church-related position or planning further study in religion may do major work either in this field or choose electives in religion while concentrating in any department.

Concentration Religion 203, 204, 205, 206, 303, 304, 445, and at least nine additional hours from religion courses numbered 300 and above, as approved by the major advisor.

Basic Requirements Group 8 of basic requirements for all students requires six semester hours in which the major emphasis is study of the Bible. These six hours must include both Old Testament and New Testament work—preferably in that order. Normally the requirement is met by taking 101, 102 or 203, 204 or 205, 206. For the additional three hours under Group 8, any course in the religion department may be taken, or any course in philosophy except logic.

101 THE HEXATEUCH (3*)

Introduction to the nature of the biblical writings and to methods of Bible study; readings in Genesis-Joshua, tracing formation of Israel, its covenant concept, laws, and worship.
Not open to seniors
Not offered after fall 1968

102 THE SYNOPTIC GOSPELS (3*)

Study of the heritage, life, and ministry of Jesus as shown in the Gospels of Matthew, Mark, and Luke.
Not open to seniors
Not offered after spring 1969

203, 204 INTRODUCTION TO THE STUDY OF RELIGION (3, 3*)

The Bible and its world (Old Testament, then New Testament); orientation to methods of Bible study; some consideration of other religions, Christian history, ethics, religious art and drama, and contemporary theology.
Prerequisite: Religion 203 for 204

205 SURVEY OF THE OLD TESTAMENT (3)

Introduction to the nature of the biblical writings and to methods of Bible study; the history, literature, and faith of ancient Israel as revealed in the Old Testament.

206 SURVEY OF THE NEW TESTAMENT (3)

Study of history, literature, and faith of the New Testament.
Religion 205 recommended

*Not more than six hours may be taken from Religion 101, 102, 203, 204.

304 Religions of the Near East and West (3)

Interpretive study, both historical and contemporary, of Judaism, Islam, Communism, and Western humanisms; situation and response of Christian faith in the midst of a religiously pluralistic world also examined.

This course may be taken for credit in philosophy.

Note: This course combined with Philosophy 303 provides a year's study of world religions.

306 Prophetic Religion (3)

Study of the prophetic movement in Israel; situation, message, and impact of major prophets and selected minor figures; brief study of a modern "prophet" viewed in light of this tradition.

Alternate years; offered spring 1970

309 The Writings of Paul (3)

Study of Paul's life and thought against the background of 1st century Judaism and Hellenism.

Alternate years; offered fall 1968

311 Jesus in the Gospels and in Present-Day Thought (3)

Intensive study of the records concerning Jesus in the four gospels, in an endeavor to understand and interpret his life and person; brief consideration of Christological material in other New Testament books; introduction to a cross-section of present-day thinking on the significance of Jesus.

Prerequisite: A college course including the Synoptic Gospels, or preparatory reading and permission of the instructor

First offered fall 1969

315, 316 History of Christianity I, II (3, 3)

Historical survey of Christian life and thought in their interaction with changing cultural contexts; study of several major figures; consideration of a theological view of significance of history; first semester, origins to early medieval; second semester, medieval to modern.

Prerequisite: One year of Bible, or History 101-102; also 315 prerequisite to 316

320 Contemporary Views of Man (3)

Exploration of divergent ways in which nature of man is cur-

rently interpreted, using works of Christian and non-Christian writers; ethical and religious dimensions of the various views.
First offered spring 1969

323 Religion in Contemporary American Society (3)
Introduction to recent developments and discussions within and outside the religious communities, illuminating the religious situation in America; critical study of traditional forms and of newer movements; study is composite, drawing from sociology of religion, social ethics, history, and theology.
First offered 1969-1970

324 Christian Ethics (3)
Systematic study of foundations of Christian ethical theory and of Christian norms for action in the light of non-Christian alternatives; critical examination of current trends; reference to ethical issues encountered through other academic work and in current individual and social life.
Prerequisite: One semester of New Testament study
Alternate years; not offered 1968-1969

330 Studies of Major Christian Thinkers (3)
Historical context, biography, writings, and continuing impact of a significant individual Christian, past or present.

A subtitle will be used to indicate the author each time the course is offered. May be taken more than once with different subtitles.

330a: Augustine; offered 1969-1970
330b: Luther
330c: Kierkegaard
330d: Tillich

333 Studies in a World Religion (3)
Further study of a selected aspect or period of one of the major religions. May be taken more than once if the subject is different. (See also Philosophy 310e.)

333a: Judaism in the Modern Period
333b: Hinduism (topic to be announced)
333c: Buddhism (topic to be announced)
Prerequisite: Philosophy 303 or Religion 304, whichever is appropriate to the topic

410 INDEPENDENT STUDY WITH SUMMER PRACTICUM (3)

Summer employment on a church staff under supervision of a director of Christian education and coordinated study planned and supervised by the department at Queens College. Assignment either in or beyond the Charlotte area, but in no case to the student's home church. At least eight weeks in such areas as youth program or music program; written summary of this work; reading from assigned bibliography; written report on an approved topic. Final evaluation of student's performance is made by the religion department.

Prerequisite: Concentration in the department, completion of junior year, and permission of head of the department
Summer only; not offered after summer of 1968

425 STUDIES IN RELIGION (2 or 3)

Seminar, workshop, and/or directed readings; either semester.

Prerequisite: Open to advanced students by permission of the head of the department

431 PRINCIPLES OF ADULT CHRISTIAN EDUCATION (3)

Study of the adult's responsibility in the teaching ministry of the church with emphasis on nature of man and his present needs; methods of adult education; observation and participation in the educational program of a local church.

Prerequisite: Religion 331, Introduction to Christian Education (now discontinued)
Not offered after fall of 1968

432 CHRISTIAN WORSHIP (3)

Introduction to the history, theology, and elements of Christian worship; the relationship of worship to Christian education.

Not offered after spring of 1969

445 MODERN CHRISTIANITY (3)

Intensive reading and discussion of selected works from contemporary theologians, seen in interaction with the circumstances of modern man; readings include Schleiermacher, Kierkegaard, Buber, Barth, R. Niebuhr, Bonhoeffer; brief background survey from the Reformation to the 19th century, to trace main trends leading into present.

SECRETARIAL PRACTICE

Assistant Professor West.

Courses in secretarial training are planned for students who wish to supplement their academic programs with skills in typing and shorthand.

101, 102 TYPEWRITING (2, 2)

Training in the touch system of the keyboard; an introduction to tabulation, manuscripts, and letter styles; building of maximum typing speed; and accurate production of business forms and statistical tables.

Two hours a week; not credited toward graduation

111 ELEMENTARY SHORTHAND (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112 INTERMEDIATE SHORTHAND (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent

221 ADVANCED SHORTHAND AND TRANSCRIPTION (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent

234 SECRETARIAL PRACTICE AND OFFICE MANAGEMENT (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent; or the approval of the instructor

SOCIOLOGY

Professor Pohlman; Assistant Professor Anderson; Visiting Lecturer Lakshman.

Courses in the department of sociology emphasize the structures and processes of human relations, the resulting culture of a society, and the personalities of the members of this society. The department also gives some attention to social values and social problems in America. These courses are structured to help the student develop a better understanding of herself and the society with which she experiences interactive participation.

The concentration in sociology offers a comprehensive course of study which may lead to graduate work in this and related areas. There is also a pre-professional introduction to social service for those students planning to enter advanced training. A degree in sociology provides a background for a career in social work, general business, teaching, and similar fields.

Concentration Sociology 203, 204, 449, 450, and 21 hours to include at least nine additional hours in sociology and one or more courses in at least two of the following fields: economics (excluding 305), history, political science, and psychology, or in others as approved by the major advisor.

Prerequisite For all sociology courses numbered 300 or above the general prerequisite is Sociology 203 or upper-class standing and permission of the instructor.

203 Principles of Sociology (3)
Study of the analytical concepts used by sociologists and of terms of sociological discourse; the interaction between the individual and his socio-cultural world.

204 Social Issues and Problems (3)
Survey of problems relating to political and economic institutions; family life and organization; religious values and be-

havior; public health and welfare; and personal-social relationships.

302 The Family in Society (3)
Dual emphasis on study of the general history of the human family as a social system, and examination of the contemporary family in the United States.

308 Racial and Ethnic Group Relations (3)
Social and cultural aspects of racial and other minority group relations, with special attention to Negro-White relations in the United States.

309 Introduction to Social Work (3)
Pre-professional survey for those considering social work and for teachers, nurses, and religious workers interested in the philosophy and principles involved; exploration of various agencies and their functions.

313 Social Anthropology (3)
Study of culture, its nature and variability; culture and personality; enculturation processes; case studies of alien peoples, with emphasis on primitive societies; applications of derived conclusions to contemporary culture contacts.

316 Women in Society (3)
Study of the social status of women and their roles in the cultures of societies in various parts of the world; the specific responsibilities and opportunities of women in contemporary society; requirements for their maximum personal and social fulfillment.
Alternate years; offered 1968-1969

318 Crime and Delinquency (3)
Sociocultural approach to the nature, detection, causes, treatment, and prevention of delinquency and crime.

375 The Muslims and Their Culture (3)

Life and times of Muhammad; ideals and traditional practices of Islam; history of the major Muslim societies and their contributions to civilization; trends of contemporary change.

This course may be taken for credit in history.

Alternate years; offered 1969-1970

425 Directed Individual Study (1, 2, or 3)

Independent study of approved problems or projects within the social sciences for which no specific course is offered.

Open to senior sociology students and, with permission of the instructor, to other upperclassmen

449 Senior Seminar (Development of Theory) (3)

Development and present status of sociological theory; advanced study for senior students concentrating in sociology; emphasis on the student's independent work under the professor's guidance; reports discussed in seminar.

450 Senior Seminar (Methods of Research) (3)

Advantages and limitations of various types of research design: quantitative-statistical; qualitative-descriptive; case history analysis; and the difference between exploration methods and those intended to test specific hypotheses; application of methods to research projects.

Prerequisite: A course in basic statistics

HONORS PROGRAMS

The Honors Programs are planned for the academically talented student. The purpose is to provide the student with as high a degree of freedom and individual challenge as she is capable of accepting.

Each year all rising sophomores, juniors, and seniors whose cumulative quality point average is 2.000 or higher are designated "Eligible for Honors." A student who is so designated may elect to apply for one of the Honors Programs. A student electing to participate in the Honors Programs is allowed to take as much as six semester hours over the 40 hour limit in the major.

Graduation with Honors Thesis

The student preparing to graduate "With Honors Thesis" must be designated "Eligible for Honors" and have completed a minimum of six semester hours in independent study, colloquium participation, or in-course honors.

As a basis for an honors thesis, a research program planned by the student in the spring of the junior year and approved by a thesis advisor is submitted to the Honors Committee. Upon approval of the research program by the committee, the student is given an oral examination on general knowledge.

In the spring of the senior year, the student is required to defend the thesis before the Honors Committee. The student successfully completing this program is graduated "With Honors Thesis."

Honors Colloquium

Any student designated "Eligible for Honors" may participate in the honors colloquium. The topic for 1968-1969 is "The City: Its Properties, Its Problems, and Its Future." See page 92.

Independent Study

All students designated "Eligible for Honors" may undertake independent study. To do so the student must submit a proposal for research which has the approval of her research advisor. The proposal must include the topic of the research, a brief statement of the origin and relevance of the topic, a

description of methods of approach as currently seen by the student, and a bibliography. The topic and preliminary material are to be filed by the faculty advisor with the chairman of the Honors Committee by the close of the semester preceding the beginning of the project. Independent study is taken for designated credit.

In-Course Honors

In the junior or senior year, students designated "Eligible for Honors" may pursue intensive research in courses designated by each department as acceptable for in-course honors. Successful completion of in-course honors will add one semester hour credit to the number of credits regularly earned in the course.

When taking in-course honors a student may develop a program which permits her to take fewer regular courses so that in time she may pursue further individual research and be graduated with the honors thesis.

Selected Honors Work

A student not working towards graduation "With Honors Thesis" may, when designated "Eligible for Honors," elect any of the other three programs described. The student is assisted in developing her honors program by her advisor or a member of the Honors Committee.

Queens and Dana Scholarship Programs

Students with high qualifications may be chosen as honor scholars each year and designated as Queens or Dana Scholars. These programs are designed to offer both educational enrichment and financial assistance when required. Approximately 20 students in each class at Queens are selected for the programs annually. While intellectual qualifications are the primary consideration, both Queens and Dana Scholars receive financial grants. The amounts vary from token grants of $100 for students having no financial need to $1450 when the need is greater.

Each Queens and Dana Scholar is assigned as a Scholar Assistant to a faculty member for a maximum of five hours a week, in an association that is intended both to assist the faculty member and to offer the student an educationally enriching

experience. Students apply annually, whether for initial admission to the program or for renewal of a scholarship award.

It is expected that the Dana Scholar will participate in the Honors Program. Queens Scholars participate in the Queens Seminar for Freshmen. See page 92.

Further information regarding the Queens Scholar Program and the Dana Scholar Program is given on pages 139-141.

Special Honors Dean's List

Students maintaining high scholarship averages are named in this list. They must carry *at least* 15 semester hours and achieve not less than three A's and two B's. When the course load is 18 semester hours, the student must achieve not less than four A's and two B's. Students who are doing student teaching and carrying 14 semester hours must have the equivalent of three A's and one B in academic subjects. The dean of the college will review the records of students carrying a number of courses giving less than three semester hours credit.

Commencement Marshals

Marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Graduation with Honors

The titles of *summa cum laude, magna cum laude,* and *cum laude* are awarded by the administration after consultation with the Honors Committee.

SPECIAL PROGRAMS

Washington Semester

Through a cooperative arrangement with the American University, two Queens students are selected annually to spend one semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at the American University. To be eligible for participation the student must have completed Political Science 201 and have a quality point average of 1.600 or above. Application should be made to the dean of the college.

Pawleys Island Marine Biology Program

The department of biology offers a four-week summer session in marine biology at Pawleys Island, South Carolina. The instructors are full-time members of the college faculty. In addition to the usual laboratory facilities and equipment, the college maintains a 28-foot boat for offshore collecting. Advanced students may undertake independent studies in the marine field.

Other Summer Programs

Queens operates a limited summer program (on a commuting basis only) for students registered in the regular sessions of the college.

Also to meet the need for liberal arts offerings which would be meaningful for experienced teachers' personal growth the college has developed a summer program of continuing education. Courses offered are designed for teachers and are open only to college graduates. See Courses of Instruction, page 68.

Continuing Education for Adults

The department of continuing education serves the men and women of the Charlotte area through a program of both credit and non-credit courses. These courses are described in special bulletins which are sent upon request.

Queens European Program

Queens College offers, during the summer period, a program of study and travel in Europe. This program is developed through arrangements with the Institute of European Studies. Participants must have a C average, and enrollment is limited to 30. Students participating attend a series of informal semi-

nars during the second semester of the college year in preparation for the summer study.

At the beginning of the summer, a three to four week guided tour of selected cities in Europe, with lectures by European professors, provides background for the period of formal study. The formal course work with college credit taken in the Institute of European Studies at the University of Vienna, Vienna, Austria, continues for five to six weeks. The particular courses offered are selected from areas in music, art, foreign languages, history, and philosophy and are announced early in the college year. Students are not permitted to take more than six semester hours credit during the summer program. The cost of the guided tour, transatlantic travel, and study in Vienna is approximately $1800.

Inquiries regarding the program should be addressed to the dean of the college.

3

FINANCIAL INFORMATION

GENERAL AND SPECIAL FEES

Fees

While the Board of Trustees reserves the right to adjust the fee schedules at Queens at any time, the following fees have been established for incoming students for 1968-69.

Full Time Student Annual Fees

The annual fees for regular full time students registered for 12 or more semester hours cover the two semesters in the academic year.

Resident Students

Comprehensive Fee — $2,500.00

Includes tuition, infirmary, and other services, double room dormitory accommodations, and meals in the college dining room except during Thanksgiving recess, Christmas vacation and spring recess when the dining room and dormitories close.

Commuting Students

Comprehensive Fee — $1,100.00

Includes tuition, infirmary and other services.

Student Activities Fee

For resident and commuting students — $50.00

Part-Time Student Fees

Students registered part time (eleven semester hours or less) pay tuition at $40 per semester hour and the $50 annual student activity fee.

Part-time students registered for six semester hours or less do not pay the student activity fee.

Special Fees

For certain services the college charges additional fees.

Non-refundable Application Fee	$15.00
Late Registration Fee	15.00
Post-registration Course Change Fee	3.00
Diploma Fee, including rental of cap, gown and hood	15.00
Transcript Fee	1.00
Placement Dossier Fee	1.00

In lieu of the contingency fee, the college reserves the right to assess students for any unnecessary property damage.

Course Fees Per Semester

Art	
Studio Fees	$10.00-15.00
Education	
Student Teaching (442, 444)	40.00
Physical Education	
Bowling	13.00
Golf	12.00
Horseback Riding	60.00

Applied Music	Full-Time Students	Part-Time Students
Weekly, half hour private music lesson	$37.50	$65.00
Additional weekly, half hour private music lesson	no charge	45.00
Practice studio rental	5.00	10.00
Instrument rental	5.00	10.00
Organ practice	10.00	20.00

A separate fee schedule for the non-college applied music program may be obtained from the department of music.

REGULATIONS REGARDING PAYMENTS

Upon signing the application for admission, the parent or guardian, or the applicant if not a dependent, accepts as binding and contractual all fees and regulations set forth in the catalogue.

Payment for Academic Year

All fees for the academic year are charged at the time of registration at the beginning of the first semester. Payments must be made for the full year or alternate arrangements made with the treasurer to pay the account according to a deferred payment schedule.

Fees for Attending One Semester

Students registering for one semester only are charged fees for that semester.

General Information Concerning Fees

A student is not permitted to attend classes or take final examinations until satisfactory arrangements have been made to meet all financial obligations. Diplomas, certificates, and transcripts are granted only when the students' accounts have been

paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

No discount or scholarship award may be applied against the $150 initial payment.

Students who withdraw from the college during the academic year on their own initiative will be charged for the full semester during which they withdraw. Students suspended by the college for other than academic reasons are responsible for paying fees for the full year.

All payments and communications concerning business transactions should be addressed to the treasurer, and checks should be made payable to Queens College.

Deferred Payment Schedule

The college offers the following deferred payment schedule for students registered for 1968-69:

Dates Due	Resident Student	Commuting Student
May 2, 1968—New Student, Non-refundable Reservation Deposit	$150.00	$ 50.00
May 31, 1968—Returning Students, Non-refundable Reservation Deposit	150.00	50.00
August 26-28, 1968—General Fee	850.00	500.00
Student Activity Fee	50.00	50.00
November 10, 1968—General Fee	500.00	185.00
January 10, 1969—General Fee	500.00	185.00
March 10, 1969—General Fee	500.00	180.00

Education Funds, Inc.

Queens participates in the program of Education Funds, Inc., Providence, Rhode Island 02901. This organization specializes in financing education so that parents who wish may meet academic expenses through monthly payments rather than in a few large payments. Education Funds, Inc., pays the student's tuition and other fees for the year and parents repay in eight or twelve monthly installments. This insurance program carries life and disability coverage for qualified parents.

Books and Miscellaneous Expenses

The cost of books and supplies varies with the courses taken, but the average expense is $75.00 a year. Such an amount should be on hand at registration.

OTHER EXPENSES

Non-College Expenses Non-college expenses such as travel, clothing, entertainment, and incidentals vary according to individual student needs. Students entering social and honorary sororities incur additional costs for initiation, dues, and special assessments.

Laundry Laundry is not included in the general fee. The college offers facilities for handling laundry efficiently and economically at the expense of the student. Student linen service is available for anyone wishing service deliveries to the dormitories once a week. Coin operated washing machines, driers, and dry cleaning machines are provided for students to do their own laundry. The college exercises every precaution to protect student property but is not responsible for any loss which may occur.

Health Service The college maintains an infirmary where graduate nurses are on duty and where the college physician holds clinics twice a week. Fees for special visits and consultation outside of the clinic hours, as well as the cost of special medicine, are paid by the students. If the physician recommends hospitalization, all expenses are paid by the student.

FINANCIAL AID

Kinds of Assistance

Financial assistance is available at Queens College to enable students of ability to meet their financial needs. Assistance awards are usually made up of one or more parts: (1) Scholarships: College and Honor; (2) Music Scholarships; (3) Remission of tuition for daughters of ministers who are members of presbyteries in the Synods of North Carolina and South Carolina; and (4) Programs of Federal Assistance: College Work-Study Program, National Defense Student Loans, Educational Opportunity Grants, and Guaranteed Loans handled through participating banks or agencies.

All financial assistance programs are under the supervision of the faculty committee on Student Qualifications. Although funds are not sufficient to assist all students who apply, every effort is made to assist as many as possible. The basic conditions for receiving assistance are: (1) demonstrated ability and seriousness of purpose, (2) intention of the student to graduate from Queens College, and (3) financial need.

Since awards are made on the basis of financial need, any scholarship which is received by a student from sources other than Queens College, after arrangements for the student's account have been made, may be deducted from the amount granted by the college.

Queens College is a member of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

Transfer students' applications are considered after action has been taken on applications of entering freshmen and returning upperclassmen.

Married students are not eligible for scholarships but may apply for loans.

If students withdraw during the year, their grants are prorated to expenses incurred, according to the regulations governing withdrawal. (See page 44.)

SCHOLARSHIPS

Scholarships are of two kinds: College Scholarships which are made possible through endowments and are open to freshmen and upperclassmen; and Honors Scholarships which include Queens Scholarships for freshmen and Dana Scholarships for upperclassmen.

One of the distinguishing features of the Queens College scholarship programs is the effort made to establish relationships between donors and recipients of scholarships. Therefore, it is the practice to give to a scholarship holder the name and address of the donor of her College or Honor Scholarship and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and progress.

College Scholarships

College Scholarships vary in amount—$200 to $900 for resident students, $200 to $500 for commuting students—depending upon financial need. In all cases when a scholarship is granted the student must undertake the work opportunity provided in the College Work-Study Program. Work assignments are from three to 10 hours a week. Students are assigned to those departments of the college where help is most needed although student preferences are considered.

Students whose demonstrated need exceeds the amount of the scholarship award and work opportunity may apply for a loan. In making annual awards all of the student's credentials are reviewed. Renewal of a scholarship is not automatic; the recipient must maintain a satisfactory academic average and remain in good standing at the college. The amount of subsequent awards is based on an analysis of the Parents' Confidential Statement which is submitted with the scholarship application each year.

No resident student who holds a scholarship will be permitted to have use of an automobile while in college.

Application College Scholarship Entering Students

To apply for a College Scholarship the applicant must first qualify as a full-time degree candidate at Queens College. To provide evidence of financial need the entering student sub-

mits a Queens College Scholarship Application form to the admissions office and a Parents' Confidential Statement to the College Scholarship Service. These forms should be submitted not later than February 15 of the calendar year of expected entrance. They may be obtained from the admissions office at the college.

Application College Scholarship Returning Students

A Queens student may apply for the renewal of a College Scholarship, or she may initiate a request for scholarship consideration. The student must submit the Queens Scholarship Application form to the director of student aid and the Parents' Confidential Statement to the College Scholarship Service prior to February 15. These forms may be obtained from the director of student aid at the college.

Honor Scholarships

Queens Scholarships and Dana Scholarships are designed to honor outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor and special responsibility commensurate with their ability. The scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of

their potentialities. Holders of these scholarships normally function as Scholar Assistants. This role and the relationships it entails are among the most important aspects of the program. The scholar renders a service to the college, in the amount of five hours per week. In no case would such service constitute earning the whole grant although one main reason for having the service condition is to give the scholars an opportunity to share in providing for their own education.

Queens Scholarships

Approximately 20 of the most outstanding applicants for first-year admission to the college are chosen for this program and are designated Queens Scholars. They are selected on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a special seminar, taken in lieu of English composition and designed to help the student develop her capacity for scholarship. (See page 92.)

Awards of from $100 to $1,450 are made according to need. Token awards of $100 are made to those students selected who do not have financial need. They participate in the Queens Seminar for Freshmen.

Each Queens Scholar will normally serve five hours a week as Scholar Assistant to a faculty member. The appointment will generally be made in the field of the student's interest. For Scholars given a token award there is no assigned work responsibility.

Application Queens Scholarships

Entering students, meeting the requirements, may become candidates for Queens Scholarships. Those students in need of financial assistance must submit the Queens Scholarship Application form to the admissions office and the Parents' Confidential Statement to the College Scholarship Service. These forms should be submitted not later than February 15 of the calendar year of expected entrance. The forms may be obtained from the admissions office at the college.

Dana Scholarships

Dana Scholarships at Queens College are part of a program established at several colleges and financed by the Charles A. Dana Foundation. These scholarships are initially awarded

to second year students who have proved their ability during the freshman year. Appointment as a Dana Scholar at Queens carries the recognition of superior achievement at the college level, as indicated by a high cumulative quality point average and faculty evaluation of the student's performance. Personal qualifications and contributions to the life of the college community are also considered. Approximately 20 Dana Scholars from each of the three upper classes are appointed annually by a special committee.

Awards of from $100 to $1,450 are made according to need. Token awards of $100 are made to those students selected who do not have financial need.

Each Dana Scholar normally serves five hours a week as Scholar Assistant to a faculty member. Service is similar to that of the Queens Scholar but adapted to the increasing maturity and interest of the individual. For Scholars given a token award there is no assigned work responsibility.

If the Dana Scholar maintains at least the minimal standards for participation in the program, it is expected that she will reapply for each subsequent year and will receive preferential consideration when the committee makes its selections.

Application Dana Scholarships

Any student may apply for consideration for appointment as a Dana Scholar. Those students in need of financial assistance must submit the Queens Scholarship Application form to the director of student aid and the Parents' Confidential Statement to the College Scholarship Service prior to February 15. These forms may be obtained at the college from the director of student aid.

Music Scholarships

A limited number of Music Scholarships are awarded to students concentrating in music. The scholarships cover all applied music fees, practice room fees, and rentals of college instruments. They are awarded by the college upon recommendation of members of the music department faculty. They consider talent and degree of advancement as indicated by a performance of the student in person or recorded on tape. These scholarships may be renewed annually upon ap-

plication to and recommendation of the department of music. Other scholarships, as described in this catalogue, are also available to recipients of the music scholarships when additional financial aid is necessary. Recipients of these scholarships will be given College Work-Study assignments or other service assignments in the department of music.

Remission of Tuition

A reduction of $350 in tuition is given a student whose father is a minister in a presbytery of the Synods of North Carolina or South Carolina of the Presbyterian Church in the United States. The recipient must be classified as a full-time student. The reduction will be granted only on application to the director of student aid at the time of application to the college.

Named Scholarships

The following named scholarships have been established by friends of Queens College in honor of persons, groups, and businesses.

Robert C. and Sadie G. Anderson
Katherine Cramer Angell
Mr. and Mrs. William H. Barnhardt
The Belk Brothers
Mary Henry Belk, Memorial
Dr. Andrew Blair, Memorial
Elizabeth Blair, Memorial
Dorothy Brown
Sara Doll Burgess
Samuel C. and Wilhelmina C. Byrd
Mr. and Mrs. Martin L. Cannon
Sallie McAlister Carson
Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
Pattie Morris Cole
Mr. and Mrs. J. H. Cutter
Salene Hutchison Dalton
Dalton-Hutchison, Memorial
Dorsett-Johnson
Eloise Butt Dowd
W. Carey Dowd, Jr.
Dr. and Mrs. R. A. Dunn
The Efird Brothers
Mr. and Mrs. H. H. Everett
The Frazer Foundation
Mr. and Mrs. Peter S. Gilchrist
A. D. P. Gilmour
Jane Parks Grey
Jane Rea Grey
Lula Jane Grey
W. M. and Kate Cleveland Hagood
Minnie Olive Harry, Memorial
Betty Hutchison
C. E. Hutchison

Susan Nye Hutchison
Mr. and Mrs. J. B. Ivey
Jerry Jernigan, Memorial
C. W. Johnston
Emma Lilian Keigwin
W. S. Lee, Memorial
The Lethco Memorial
Lily Long (Alumnae)
Joe and Emily Lowe
W. T. McCoy, Memorial
Emma Gold McPheeters
Ettie Aydlett Minor
Kathreen M. Minor
W. T. Minor, Sr.
Charles E. Neisler, Memorial
Gertrude M. Norman
Mr. and Mrs. J. M. Oldham
Mr. and Mrs. David Ovens
Laura Janette Quattlebaum
Eloise Rankin
Abbie Tuttle Robinson
Mr. and Mrs. Frank O. Sherrill
Mr. and Mrs. J. Luther Snyder
Loma Squires
Charles H. and Clara McKay Stone
Mr. and Mrs. R. L. Stowe
W. Z. Stultz
J. D. Swinson
Ufford-Northrop

Named Loan Funds

The following loan funds have been established by friends of the college.

Albert Grady Harris
Lily Long, U. D. C.
Mackorell
Panhellenic
James T. Porter
Signers Chapter of D. A. R.

FEDERAL PROGRAMS

Queens College participates in several programs of federal assistance in financing college education.

Application for Federal Programs

The director of student aid at Queens College will supply application forms for federally sponsored programs except the Guaranteed Loan Program which must be handled by agencies outside the college. Before February 15, forms which are to come to the college must be completed and submitted with any other application for financial assistance.

College Work-Study Program

All recipients of College Scholarships must also be eligible for and accept employment under this program. The College Scholarship award and the total work hours at a specified rate are determined in relation to the financial need of the student.

Educational Opportunity Grants

Direct grants are made to a limited number of undergraduate students with exceptional financial need. Grants range from $200 to $800 a year and can be no more than one-half the total assistance made available to the student.

National Defense Student Loans

Eligible undergraduate students who need financial help for educational expenses may borrow as much as $1,000 each academic year with a total of $5,000. The principal conditions governing the loans are as follows:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been accepted for admission are eligible for loans to be received during their freshman year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students with superior academic backgrounds.

4. Students may borrow up to $1,000 per year for a total of $5,000 during their undergraduate academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Arrangements for the loan are made with the treasurer of the college after the loan has been approved by the director of student aid.

7. Repayment of the loan will begin nine months after the borrower stops being a full-time student and will be made in

equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of ten years and nine months after the student leaves an institution of higher education. However, if able, the student may repay the loan more rapidly than this schedule indicates. Alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangement providing for graduated periodic installment payments.

8. Interest at the rate of three percent starts with the first payment; that is, the money will have been loaned without interest during the years of study and for nine months thereafter.

9. If the borrower dies or is disabled before the debt is paid, the total liability will be cancelled.

10. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 10 percent for each year of teaching.

11. If the borrower elects to teach in certain eligible schools located in areas of primarily low-income families she may qualify for cancellation of the entire loan obligation at the rate of 15 percent for each year of teaching.

12. If a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA), repayment may be deferred up to a total of three years.

Guaranteed Loans Through this program, financial assistance is available to students from middle or upper-income families. The student may borrow from a bank or other financial institution as much as $1,000 a year. Terms of the loan and guaranteed interest arrangements may be obtained from participating banks or state agencies in the state where the student resides. The college certifies enrollment and cooperates with the student in obtaining the loan.

4

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Ann S. Gebhardt, B.F.A., M.A., *Dean of Students*
George S. Kilner, B.S., *Business Manager and Treasurer*
J. Daniel Zeluff, B.S., B.D., Ph.D., *Chaplain*
Robert W. Shaw, B.S., M.A., *Director of Continuing Education*
Mildred L. Miscally, A.B., M.A., *Director of Public Relations*
Jean L. Rayburn, A.B., *Director of Admissions*
Rose K. Anderson, A.B., M.L.S., *Director of the Library*

Administrative Assistants and Staff

Thelma Albright, A.B., M.A., *Assistant to the Dean of the College*
Elise McC. Barksdale, *A.B., Assistant Registrar*
Helen M. Barto, *Secretary, Business Office*
A. Jackson Bost, *Superintendent of Buildings and Grounds*
Myra C. Bristol, A.B., *Secretary to the President*
Sallie B. Brody, *Secretary, Library*
Jerry L. Bumgarner, *Multilith Operator*
Elva Burgess, A.B., M.S., Ph.D., *Consulting Psychologist*
Virginia G. Cartlidge, R.N., *Head Nurse*
Patricia P. Cheatham, A.B., *Assistant Director of Public Relations*
Dorothy R. Conrad, *Resident Counselor*
Louise L. Council, *Resident Counselor*
Margaret King Dudley, *Clerk, Library*
Peggy A. Edwards, *Secretary to the Director of Development*
Gertrude G. Gill, B.S., *Secretary to the Dean of Students*
Lorena A. Goeller, *Resident Counselor*
Carrie B. Green, *Resident Counselor*

KATHLEEN N. GURLEY, *Secretary, Department of Continuing Education*

RUTH HARDIN, *Superintendent of Residence Halls*

CAROLE R. HARRIS, *Secretary to the Dean of the College*

Administrative Assistants and Staff (cont.)

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MARJORIE O. HERRIN, A.B., M.S., *Reference and Circulation Librarian*

RUTH HERRON, *Resident Counselor*

MARY ELIZABETH HILL, *Librarian*

KATHERINE JENKINS, *Clerk, Library*

DONNA JONES, *Clerk, Registrar's Office*

MARTIN F. KAELKE, *General Superintendent of Maintenance*

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HELEN R. MARLEY, *Secretary, Business Office*

MARGARET N. MAULTSBY, *Assistant, Public Relations Office*

W. B. MAYER, M.D., *College Physician*

DONALD D. MCNEILL, *Assistant to the Treasurer*

JEANNINE NEWMAN, A.B., *Admissions Counselor*

VERONICA M. NOETLING, *PBX Operator*

MARY P. RAINES, A.B., *Librarian*

JEAN ROBINSON, A.B., *Secretary, Alumnae Office*

ADELE H. SHIELDS, A.B., *Assistant Dean of Students and Director of Student Aid*

THOMAS O. SQUIRES, JR., *Mail Clerk*

BRYTE W. TISON, *Resident Counselor*

MILDRED VESSELL, *Secretary, Superintendent of Maintenance*

DOROTHY A. WENTZ, *Secretary, Business Office*

QUEENS
COLLEGE

FACULTY

Date following name and title indicates the year of initial appointment to the faculty of Queens College.

MARGERY WILLIAMS ADAMS, *Assistant Professor of Art* 1967
A.B., Smith College; M.A., Ph.D., Radcliffe College; University of Paris, France

MARYLAND T. ANDERSON, *Assistant Professor of Sociology* 1968
B.S., Florida State University; M.A., Louisiana State University

ROSE KEMMER ANDERSON, *Assistant Professor and Director of the Library* 1965
A.B., University of Chattanooga; M.L.S., Rutgers University; Columbia University

ROBERT A. ARCHER, *Instructor in Mathematics* 1968
A.B., M.A., University of South Florida

HERBERT E. BABB, *Professor of Psychology and Dean of the College* 1957
A.B., Emory University; M.S., Ph.D., University of Kentucky; West Georgia College; University of Arkansas; University of Cincinnati

MARTHA MANLY BALLOU, *Assistant Professor of Economics* 1968
A.B., Meredith College; M.A., University of South Carolina; University of Florida (higher degree in process)

WILLIAM BEIDLER, *Professor of Philosophy* 1959
B.S., University of California; M.A., University of North Carolina; Ph.D., Osmania University, Hyderabad, India

CHARLES E. BREWER, JR., *Visiting Assistant Professor of Economics* 1960
A.B., Princeton University

JAMES W. CLAY, *Visiting Instructor in Geography* 1967
B.S., M.A., Marshall University; State University of Iowa; University of North Carolina at Chapel Hill (higher degree in process)

JANICE C. COFFEY, *Assistant Professor of Biology* 1967
B.S., Appalachian State Teachers College; M.S., Ph.D., University of South Carolina; University of North Carolina at Chapel Hill

BOYD HILL DAVIS, *Instructor in English* 1966
A.B., University of Kentucky; M.A., University of North Carolina at Chapel Hill (higher degree in process); Centre College

RICHARD AKIN DAVIS, *Assistant Professor of History* 1966
A.B., Washington and Lee University; University of North Carolina at Chapel Hill (higher degree in process)

GORDON D. DUNCAN, *Professor of Chemistry* 1966
B.S., North Carolina State University at Raleigh; Ph.D., Cornell University

NANCY L. EAGLE, *Assistant Professor of Music* 1950
B.S., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Peabody College; Catawba College; Appalachian State Teachers College; University of Indiana

LLOYD JAMES ELLIOTT, *Professor of Economics* 1968
B.S., St. Mary's University; M.B.A., University of Houston; Ph.D., University of Texas

JACK H. FEHON, *Dana Professor of Biology* 1956
B.S., M.S., University of Florida; Ph.D., Florida State University; Davidson College; North Georgia College; University of Wisconsin

RUTH ANN FOGARTIE, *Instructor in English* 1967
B.A., M.A., University of Texas

BERNARD A. FUSARO, *Professor of Mathematics* 1967
B.A., Swarthmore College; M.A., Columbia University; Ph.D., University of Maryland

JEAN ANN GASKELL, *Instructor in English* 1967
A.B., Agnes Scott College; M.A., Stanford University

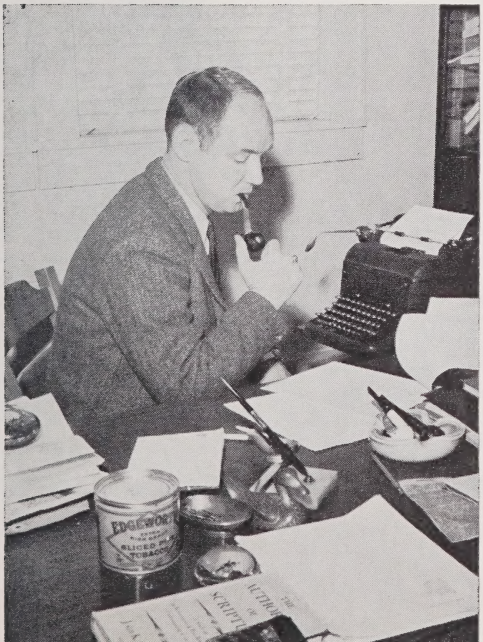
JUDITH TOWNSEND GATLIN, *Assistant Professor of English* 1968
A.B., Mary Washington College; M.A., University of Iowa (higher degree in process)

ANN STELLHORN GEBHARDT, *Assistant Professor of Art and Dean of Students* 1953
B.F.A., M.A., Ohio State University; Lake Erie College

M. KEATING GRIFFISS, *Instructor in Art* 1967
A.B., Sweet Briar College; M.S., University of Georgia

CHARLES O. HADLEY, *Assistant Professor of English* 1955
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill (higher degree in process); University of Besancon, France; Duke University; University of Birmingham, Stratford, England

MARIE J. HARGETT, *Assistant Professor of Music* 1956
B.Mus., Greensboro College; M.Mus., Cincinnati Conservatory of Music; Catawba College; University of Hawaii



EDWIN REID HARRIS, *Professor of Psychology* 1968
A.B., Yale University; Ph.D., Purdue University; New York University

JOHN LOUIS HONDROS, *Assistant Professor of History* 1965
A.B., University of North Carolina at Chapel Hill; M.A., Vanderbilt University (higher degree in process)

MARY C. HOPPER, *Assistant Professor of Foreign Languages (Spanish)* 1967
A.B., Georgia State College; M.A., University of Missouri (higher degree in process); University of Georgia; Institutio Tecnologico, Mexico

ERNST HOSTETTLER, *Instructor in Foreign Languages (German)* 1968
Diploma, State Teachers College, Bern, Switzerland; M.A., University of North Carolina at Greensboro

HUGHES B. HOYLE, JR., *Professor of Mathematics* 1945
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill; New York University

BELFORD DARRELL JACKSON, *Assistant Professor of Philosophy* 1967
A.B., University of Missouri; B.D., Yale Divinity School; M.A., Ph.D., Yale University

ELEANOR LLOYD JENKINS, *Associate Professor of Mathematics* 1941
A.B., Queens College; M.A., University of North Carolina at Chapel Hill

MARJORIE T. KIRBY, *Assistant Professor of Foreign Languages (Spanish)* 1962
A.B., Birmingham-Southern College; M.A., University of North Carolina at Chapel Hill (higher degree in process); University of Havana

ALLAN D. JACOBS, *Assistant Professor of History* 1968
A.B., Wheaton College; B.D., Gordon Theological Seminary; Ph.D., Emory University; University of Heidelberg, Germany

UMA LAKSHMAN, *Visiting Professor of Sociology* 1968
B.A., M.A., Maharani's College for Women, Mysore, India

JOSEPH E. LAMMERS, *Assistant Professor of Music* 1962
B.Mus., University of Alabama; M.Mus., Florida State University (higher degree in process); Sherwood School of Music

W. Greg Lanier, *Assistant Professor of Psychology* 1968
A.B., Duke University; M.A., Kent State University (higher degree in process)

Frances E. Lopez, *Instructor in Foreign Languages (Spanish)* 1967
B.A., Lake Forest College; M.A., Middlebury College; University of Neuchatel, Switzerland

James H. Lovell, Jr., *Professor of English* 1961
A.B., M.A., Texas Christian University; Ph.D., Vanderbilt University; Southern Methodist University

John D. McClanahan, *Assistant Professor of Art* 1967
B.F.A., Bethany College; M.F.A., State University of Iowa

Mildred Morse McEwen, *Professor of Chemistry* 1924
A.B., Queens College; A.B., M.A., Ph.D., University of North Carolina at Chapel Hill

Ruth R. Magher, *Assistant Professor of Physical Education* 1947
B.S., University of North Carolina at Greensboro; University of North Carolina at Chapel Hill; Johns Hopkins University

VIRGINIA LORELLE MARTIN, *Assistant Professor of Biology* 1966
B.S., Wake Forest College; M.S., Ph.D., Emory University; Greensboro College; University of Texas Marine Institute

EMORY HOUSTON MASON, JR., *Associate Professor of Education* 1965
A.B., Catawba College; M.A., Appalachian State Teachers College; Colorado State College; Ph.D., Duke University

THOMAS F. MASON, *Assistant Professor of Art* 1965
B.S., Stephen F. Austin State College; M.F.A., University of Iowa

MALINDA MAXFIELD, *Assistant Professor of English* 1965
B.A., Vanderbilt University (higher degree in process); University of Salzburg, Austria

ALBERT R. MAY, *Associate Professor of Music* 1960
Boston University College of Music; Juilliard School of Music

YANCEY LEONARD MEDLIN, *Associate Professor of Education* 1962
A.B., M.Ed., Ph.D., University of North Carolina at Chapel Hill; University of Colorado; Eastern Kentucky State College

MARY ANN MEE, *Instructor in Physical Education* 1968
A.B., Stephens College; University of Oregon; Texas Woman's University (higher degree in process)

MILDRED L. MISCALLY, *Assistant Professor of Journalism* 1946
A.B., M.A., University of Georgia; Queens College

JOHN D. MORRISON, *Associate Professor of Music* 1947
B.Mus., M.Mus., Northwestern University; A.A.G.O., St. Olaf College; University of Rochester, N. Y.

PAUL B. NEWMAN, *Professor of English* 1963
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa; Antioch College; Purdue University

JIMMIE C. OATES, *Professor of Physics* 1962
B.S., Memphis State University; M.S., Ph.D., Vanderbilt University

PHYLLIS A. PHARR, *Instructor in Physical Education* 1964
B.S., Appalachian State Teachers College; M.Ed., University of North Carolina at Chapel Hill

EDWARD W. POHLMAN, *Dana Professor of Sociology* 1960
A.B., Emmanuel Missionary College; M.A., Ph.D., Ohio State University

NORRIS W. PREYER, *Dana Professor of History* 1957
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia; Yale University; Harvard University; University of Wisconsin; Pennsylvania State University

JOHN D. PUMMILL, *Assistant Professor of Music (Voice)* 1968
B.B.A., B.A., Texas Technological College; M.M., North Texas State University; University of Illinois (higher degree in process)

CHARLES DEWEY HILLES REYNOLDS, *Assistant Professor of English* 1968
A.B., Williams College; M.A., University of Chicago (higher degree in process)

CAROLINE GORDON RICHARDSON, *Assistant Professor of Foreign Languages (French)* 1950
A.B., Winthrop College; M.A., University of South Carolina; University of the South; University of Minnesota; Laval University, Quebec; Institut de Phonetique, Paris; University of Toulouse, Pau, France; Middlebury College

ROBERT GLENN ROBERTSON, *Instructor in Foreign Languages (French)* 1968
A.B., University of North Carolina at Chapel Hill; M.A., University of Illinois; University of Dijon, Dijon, France (higher degree in process)

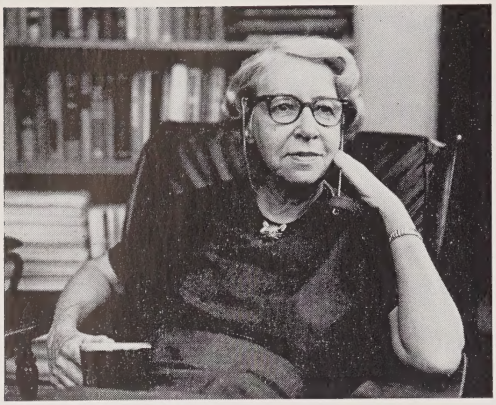
SUE F. ROSS, *Instructor in English* 1966
A.B., Queens College; M.A., University of North Carolina at Chapel Hill

GEORGE A. SHEALY, *Professor of Art* 1960
Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting

JOYCE HAYES SHEALY, *Professor of Psychology* 1959
A.B., M.A., University of South Carolina; M.A., Ohio State University; Ph.D., University of North Carolina at Chapel Hill; Winthrop College

MARY THOMAS SMITH, *Assistant Professor of Education* 1962
A.B., M.A., East Carolina College; Indiana University (higher degree in process); North Carolina State University at Raleigh

JOHN EDWIN SMYLIE, *President of the College* 1967
A.B., Washington University; B.D., Th.D., Princeton Theological Seminary; Cambridge University, England



GEORGE A. STEGNER, *Dana Professor of Music* 1955
B.S., Miami University, Oxford, Ohio; B.Mus., M.Mus., Cincinnati Conservatory; D.F.A., Chicago Musical College; Aspen School of Music

DAVID VERNON SYFERT, *Assistant Professor of Political Science* 1968
B.A., Cornell College; M.A., Michigan State University (higher degree in process)

MARY LEE TAYLOR, *Associate Professor of Bible and Religion* 1941
A.B., Salem College; M.R.E., The Biblical Seminary, New York; East Tennessee State University; New York University; Presbyterian School of Christian Education

JESSE C. THOMPSON, JR., *Professor of Biology* 1967
B.S., Hampden-Sydney College; Ph.D., University of Virginia

AVERAL T. TRIMBLE, JR., *Professor of Chemistry* 1965
B.S., M.S., Georgia Institute of Technology; Ph.D., University of Wisconsin

EDWIN R. WALKER, *Chancellor* 1954
A.B., LL.D., Southwestern University; B.D., Vanderbilt University; Ph.D., University of Chicago

ELIZABETH T. WALKER, *Instructor in Physical Education* 1968
B.S., Kansas State University; M.Ed., University of North Carolina at Chapel Hill

EDMUND T. WEIANT, Z. *Smith Reynolds Professor of Foreign Languages (Russian)* 1959
A.B., Cornell University; Ph.D., Universitat Basel, Switzerland; Kenyon College; Universitat, Zurich, Switzerland; University of Michigan; Indiana University; Moscow State University, U.S.S.R.

SARAH M. WEST, *Assistant Professor of Secretarial Practice* 1947
B.S., Winthrop College; M.R.E., Woman's Missionary Training School, Louisville, Kentucky

LAWRENCE ARNOLD WILSON, *Instructor in Music (Piano)* 1968
B.A., Macalester College; M.Mus., Indiana University (higher degree in process)

WILLIAM WARREN WOMBLE, *Instructor in Foreign Languages (French)* 1968
B.S., Davidson College; M.A., University of North Carolina at Chapel Hill (higher degree in process)

ELIZABETH G. WRIGHT, *Professor of Bible and Religion* 1961
A.B., Wilson College; B.C.S., Rider College; B.D., Yale Divinity School; Ph.D., Yale University

J. DANIEL ZELUFF, *Associate Professor of Bible and Religion* 1964
B.S., University of Florida; B.D., Union Theological Seminary; Ph.D., University of Aberdeen, Scotland; University of Tampa

PROFESSORS EMERITI

ETHEL M. ABERNETHY, *Professor of Psychology, Emeritus*
A.B., Duke University; M.A., Ph.D., University of Chicago; D.Sc., Queens College; Johns Hopkins University

THELMA ALBRIGHT, *Associate Professor of English, Emeritus*
A.B., Greensboro College; M.A., Duke University; University of North Carolina at Chapel Hill

ROBERTA T. S. CHALMERS, *Associate Professor of English, Emeritus*
A.B., D.Litt., Mount Holyoke College; M.A., Radcliffe College; B.Litt., Oxford University; D.Litt., Kenyon College

SARAH IRENE DUNLAP, *Assistant Professor of Home Economics, Emeritus*
B.S., M.A., Winthrop College; University of Tennessee

RENA C. HARRELL, *Librarian, Emeritus*
A.B., Queens College; M.A., University of North Carolina at Chapel Hill; A.B. in L.S., Library School, Emory University

ELSIE STOKES MOSELEY, *Assistant Professor of Music, Emeritus*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee

SARAH MCKEE NOOE, *Professor of Biology, Emeritus*
B.S., Meredith College; M.A., Columbia University; Furman University; University of Virginia; University of North Carolina at Greensboro; University of Washington

LAURA A. TILLETT, *Professor of English Literature, Emeritus*
A.B., Duke University; M.A., Columbia University; Harvard University; Cambridge University

DISTINGUISHED TEACHING AWARD

To emphasize the fact that quality of teaching is the most important concern of a Queens College faculty member, the Board of Trustees in June, 1958, created an annual Distinguished Teaching Award in the amount of $2,000.

Year	Recipient
1958-1959	Stuart D. Currie
1959-1960	Mildred M. McEwen
1960-1961	Dougald McD. Monroe, Jr.
1961-1962	Jack H. Fehon
1962-1963	Roberta T. S. Chalmers
1963-1964	William Beidler
1964-1965	George A. Stegner
1965-1966	Joyce Hayes Shealy
1966-1967	James H. Lovell, Jr.
1967-1968	Edward W. Pohlman

PRESIDENTS OF QUEENS COLLEGE

1857-1872—Robert Burwell

1872-1875—Robert Hett Chapman

1875-1878—Stephen Taylor Martin

1878-1891—William Robert Atkinson

1891-1899—Lily W. Long

1899-1911—James R. Bridges

1911-1916—John Livy Caldwell

1916-1917—James R. Bridges, Acting

1917-1918—Henry Clay Evans

1918-1921—William Anderson, Acting

1921-1939—William Henry Frazer

1939-1950—Hunter Bryson Blakely

1950-1951—McAlister Carson, Acting

1951-1953—Charlton Coney Jernigan

1953-1954—Herschel Hill Everett, Acting

1954-1965—Edwin Ruthven Walker

1965-1967—Edwin Ruthven Walker, Acting

1967- —John Edwin Smylie

ALUMNAE ASSOCIATION

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time two alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

Alumnae Association Officers

President—Mrs. Lawrence L. Miller, Charlotte, N. C.

First Vice-President—Mrs. T. J. Norman, Jr., Charlotte, N. C.

Second Vice-President—Mrs. Robert L. Rabb, Raleigh, N. C.

Secretary—Mrs. James P. Alexander, Charlotte, N. C.

Chairman, Living Endowment Fund—Mrs. Chris Folk, Charlotte, N. C.

Trustee Representatives:

Mrs. P. Hunter Dalton, Jr., High Point, N. C.

Mrs. Curtis B. Johnson, Charlotte, N. C.

Alumnae Admissions Representatives

Mrs. Barton Brown
6 Sherwood Circle
Chatham, New Jersey 07928
201–635-6258

Mrs. William E. Coxe
1525 Vernon Springs Trail, N. W.
Atlanta, Georgia 30327
404–252-4482

Mrs. P. Hunter Dalton, Jr.
811 Hillcrest Drive
High Point, N. C. 27262
919–886-3533

Mrs. Hugh B. Dickey
25 Huckleberry Road
Lynnfield, Mass. 01940
617–334-5368

Mrs. Van W. Dillon, Jr.
105 Gwyn Avenue
Elkin, North Carolina 28621
919–835-2349

Mrs. John N. Gilbert, Jr.
257 East Broad Street
Statesville, N. C. 28677
704–872-3016

Mrs. William R. Gilliam
3115 Shadylawn Drive
Greensboro, N. C. 27408
919–288-2142

Mrs. William C. Griffin
Box 230
Roanoke Rapids, N. C. 27870
919–537-2809

Mrs. David S. Heilig
1005 Clifton Terrace
Kinston, N. C. 28501
919–523-2856

Mrs. Daniel H. Lineberger
720 Live Oak Avenue
Kingstree, S. C. 29556
803–354-6332

Mrs. Cliff Hill McLeod
310 North Main Street
Sumter, S. C. 29150
803–773-7188

Mrs. John W. Marshall, Jr.
5918 Wilmett Drive
Bethesda, Md. 20034
301–365-3908

Mrs. Duncan Morton
209-A DeVane Street
Fayetteville, N. C. 28305
919–485-5666

Mrs. Thomas S. Neal
1924 Shirley Drive
Burlington, N. C. 27217
919–584-7590

Mrs. J. Calvin Rivers
Route 3
Chesterfield, S. C. 29709
803–623-3261

Mrs. Frank A. Russell
38 Oakwood Drive
Chapel Hill, N. C. 27514
919–942-1484

Mrs. John F. Speer
1822 Wiltshire Boulevard
Huntington, W. Va. 25701
304–525-2244

Mrs. David W. A. Taylor
4420 Milesdale Court
Nashville, Tenn. 37204
615–297-7027

Mrs. Albert L. Stephens, Jr.
4116 Richmond
Shreveport, La. 71106
318–868-4352

Mrs. Joseph A. Wells
121 Parkins Lake Road
Greenville, S. C. 29607
803–235-8898

Mrs. William Witherspoon
6401 Ellenwood Avenue
St. Louis, Mo. 63105
314–PA 7-0804

DEGREES CONFERRED 1968

Bachelor of Music

Brenda Kay Crawford
Nonie Roberta Holt
Laura Donna Laney
Susan Finklea Ruffin

Bachelor of Science

Cynthia Katherine Harrison
Anne Jane Williford

Bachelor of Arts

Jennifer Lee Allen
Beverly Anne Altman
Jean Elizabeth Angell
Patricia Dutton Autry
Janice Lee Bagenstose
Patricia Lyndall Bagg
Linda Clark Bailey
Barbara Ruthe Ballard
Elise McClung Barksdale
Margaret Ann Barnes
Leigh Cecil Barnett
Sarah Elizabeth Barr
Kenni Bea Beam
Nancy Jane Bean
Bette Jayne Benson
Gertrude Louise Bero
Penelope Jane Birdsall
Nancy Ann Black
Mary Louise Blohm
Emily Gay Bodenhamer
Jane Marie Bohde
Julian Perdue Boykin
Arden Jane Brannan
Betty Sue Brown
Lana Owens Brown
Mary Jane Brown
Marshall Ann Brunson
Mary Tolbert Bryant
Brenda Kay Burgess
Betsy Currin Butler
Deborah Jean Butler
Margaret Ruth Campbell
Cathy Jeanette Carpenter
Paula Jane Causey
Mary Jane Cotter
Sara Sprinkle Creasy
Susan Herb Crocker
Katherine Welsh Crockett
Nancy Irwin Dashiell
Laura-Louise Christian Davis
Caryl Ann Day
Lura Augusta Deaton
Mary Susan Dixon
Beverly Blythe Dobbins
Jean Smith Dobson
Patricia Anne Donley
Frances Lewis Duncan
Patricia Ann Eakes
Elizabeth Molten Earle
Carmella Lynn Earnest
Elizabeth Dunkel Edwards
Jean Craig Evans
Nancy Elizabeth Fewell
Charlotte Anne Fisher
Helen Elizabeth Fraser
Marcia Thele Gilladette

cum laude

Sandra Lynn Glock
Patricia Ann Gottschalk
Sheryl Ann Greenwood
Tommye Jean Greer
Sallie Josephine Guess

Anne Jeanette Gunnells
Jane Anne Hamilton
Myrtle Wise Heery
Anita Jacqueline Henson
Jane Davidson Hester
Elizabeth Ann Hite
Barbara Anne Hoare
Rose Maureen Horak
cum laude
Barbara Jean Horne
magna cum laude
Marilyn Jane Houser
Marsha Gaston Howe
Ann Rivers Howie
Sara Anne Hunter
Mary Wainwright Ingram
Dorothy Marshall Armstrong Jarrell
Mary Jo Quinerly Jefferson
Beth Twining Johnson
Martha Joy Johnson
Martha Kerr Johnson
Lucy Ann Johnston
Susan Jane Jones
Virginia Alyne Keller
Susan Jane Kellogg
Suzanne Kicklighter
Annette Kym
Mary McMillan Lane
Mary Newell Lawther
Elizabeth Randall Layfield
Judith Lynn Learned
Ann Miles Lefferts
Catharine Clarke Long
Judith Elaine Luxton
Ellen Ann McCulloch
Rebecca O'Dell McDaniel
Pattie Sue Macon
Sarah Atwater Mason
Leigh Gillen Melvin
Elizabeth Christine Miller
Jean Diane Milroy
Anne Gervase Moody
Marika Sterrett Moore
Ginger Kathryn Mull
Judith Hart Munson
Diane Lewis Nemir
Elizabeth Parker Norman
Bonnie Lee North
Nancy Powell Orr
Judith Ann Payette
Connie Jane Phillips
Donna Lynn Prather
cum laude
Catherine Anne Propst
Suzanne Harris Query
Coral Susan Ramseur
magna cum laude
Ellen Grant Reed
Cynthia Ann Richards
Susan Cameron Richardson
Bonnie Jean Risher
Alice Mae Roberts
Mary Stuart Rodgers
Johanna Pancost Rucker
Carolyn Brookshire Sachsenmaier
Lenore Saunders
Patricia Ann Scroggs
Karen Marlene Seay
cum laude
Michelle Imboden Smith
Pamela Woodall Spence
Christine Alice Sprenkle
Anne Lynn Stahl
Nirmala Vinayak Supanekar
Marianne Taylor
Sarah Ebelue Tipton
Lucy Matilda Todd
Ann Shepherd Turley

Laura Kate Viernstein
Shelley Emery Walker
Pamela Blume Webb
Susan Elizabeth Webb
Susan Ryland Winfree
Sharon Adele Wisell
Charlotte Lynn Woodward

HONORS AND AWARDS 1967-1968

College Marshals

Elizabeth Burruss Proctor, Chief Marshal
Lynnda Gertrude Cannon
Anna Louise Stout
Sarah Winborne Howell
Nancy Howard Withers
Connie Bobotis
Pamela Suzanne Tucker

Sullivan Awards

Laura Donna Laney
Mrs. Curtis B. Johnson

Who's Who in American Universities and Colleges

Jean Elizabeth Angell
Emily Gay Bodenhamer
Margaret Ruth Campbell
Mary Susan Dixon
Elizabeth Dunkel Edwards
Marcia Thele Gilladette
Anita Jacqueline Henson
Mary Wainwright Ingram
Laura Donna Laney
Jean Diane Milroy
Elizabeth Parker Norman
Coral Susan Ramseur
Bonnie Jean Risher
Johanna Pancost Rucker
Pamela Woodall Spence
Lucy Matilda Todd

Elected to Sigma Mu

Class of 1968

Bette Jayne Benson
Gertrude Louise Bero
Arden Jane Brannan
Paula Jane Causey
Caryl Ann Day
Nancy Elizabeth Fewell
Rose Maureen Horak
Barbara Jean Horne
Marcia Thele Gilladette
Beth Twining Johnson
Laura Donna Laney
Donna Lynn Prather
Coral Susan Ramseur
Johanna Pancost Rucker
Karen Marlene Seay

Class of 1969

Lynnda Gertrude Cannon
Nancy Grace Egeler
Judith Anne Hunter
Virginia Louise Jones
Anne Gardner King
Nancy Diane Knoohuizen
Susan Gayle Neeley
Elizabeth Burrus Proctor
Sara Elizabeth Stites
Anna Louise Stout
Margaret Eunice Thomas
Suzanne Trippe
Kay Temple Williams
Anne Robinette White

Elected to Valkyrie

Gretchen Bodenhamer
Margaret Louise Fox
Carolyn Anne Sakowski
Mary Katherine Marvin
Wendy Ann Pusey
Ann McKain Porter

Elected to Orb and Sceptre

Ginger Anne Conkle
Leslie Anne Davis
Nancy Lois Giles
Virginia Louise Jones
Susan Gayle Neeley
Sarah Elizabeth Parks
Mary Brimage Shuford
Margaret Eunice Thomas
Carolyn Salley Williams

Elected to Sigma Upsilon

Ursula Alexander
Mary Ann Beck
Jean Allison Bruce
Charlene Jane Carlock
Leslie Anne Davis
Michele Imboden Smith
Edmund T. Weiant

Elected to Delta Omicron

Brenda Gaye Ballard
Virginia Karen Griffin
Mary Elizabeth Gunter
Valeria Anatoly Kaminin
Marilynn Keller
Winifred Sterling Kephart
Nancy Diane Knoohuizen
Sara Jane Miller
Suzanne Lee Murphy
Kathryn Hall Wilson
Betty Rose Wishart

Queens Scholars

Annie Katrina Black
Susan Yvonne Byers
Bonnie Lynn Crawford
Elizabeth Ann Doughty
Kay Elizabeth Ford
Margaret Allison Graham
Angela Hague
Nancy Ann Hinson
Ann Bryce LaGrand
Martha Sherwood McGeachy
Katrina Joan Marston
Mary Melinda Morrison
Marsha Ethel Moss
Harriet Ann New
Robin Elizabeth Perrin
Jean Catherine Robinette
Janet Lea Summers
Marlow Wier
Deborah Scott Williams
Pamela Wilson

Dana Scholars

SOPHOMORES

Emily Alice Albritton
Janice Elaine Babcock
Connie Bobotis
Elizabeth Meredith Duke
Elizabeth Elaine Hill
Mary Henrietta Holliday
Harriet Elizabeth Hudson
Marie Kirk
Sheryl Lynne Leverett
Elizabeth Dee McClure
Angie Lee Malone
Mariana Nicholson
Peyton Ann Potter
Julieann Pristash
Laura Ann Sharpe
Leah Mae Tomlinson
Sallie Trippe
Joyce Ann Zirkle

JUNIORS

Carolyn Thomas Culbreth
Susan Adele Garman
Margaret Hackett
Anne Erwin Heeseman
Sarah Winborne Howell
Julia Virginia Jones
Luna Frances Lambert
Sarah Gwendolyn McNeill
Sara Jane Miller
Ann McKain Porter
Wendy Pusey
Nancy Neal Rogers
Carolyn Anne Sakowski
Camilla Thomson
Nancy Howard Withers

SENIORS

Ursula Alexander
Brenda Gaye Ballard
Lynnda Gertrude Cannon
Ginger Anne Conkle
Nancy Grace Egeler
Nancy Jane Grady
Virginia Karen Griffin
Oleta Ann Hilinski
Merille Cochran Jones
Virginia Louise Jones
Nancy Diane Knoohuizen
Susan Gayle Neeley
Barbara Dawn Poole
Susan Soll
Sarah Elizabeth Stites
Margaret Eunice Thomas
Suzanne Trippe
Mara Lisa White
Kay Temple Williams

SUMMARY OF ENROLLMENT

1967-1968	Senior Class	149	
	Junior Class	201	
	Sophomore Class	214	
	Freshman Class	249	
	Non-degree	6	
			819
	Department of Adult Education (College Credit)		121
	Total Regular Session		940

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Alabama	15
Arkansas	10
California	4
Connecticut	9
Delaware	3
District of Columbia	4
Florida	82
Georgia	97
Illinois	2
Indiana	3
Iowa	1
Kansas	2
Kentucky	13
Louisiana	2
Maryland	10
Massachusetts	6
Michigan	3
Minnesota	1
Mississippi	5
Missouri	2
New Jersey	29
New York	3
North Carolina	197
Ohio	7
Pennsylvania	21
South Carolina	123
Tennessee	24
Texas	4
Vermont	1
Virginia	105
West Virginia	24
U. S. Citizen residing abroad	1
Argentina	2
Canada	1
India	1
Switzerland	2
TOTALS	819

May my heart always
be open to little birds
who are secrets of
being... more than
all how flies. eyes are not

COLLEGE CALENDAR FOR 1968-1969

1968

Regular Session	August	26	Monday	Residence halls open to freshmen and transfer students 6:00 p.m. Orientation Program
	August	27	Tuesday	Residence halls open for returning students
	August	28	Wednesday	8:00 a.m.-6:00 p.m. Registration
	August	29	Thursday	8:00 a.m. Classes begin
	October	17	Thursday	Mid-point of first semester
	October	24	Thursday	12:50 p.m. Classes suspended for Fall Break
	October	28	Monday	8:00 a.m. Classes resume
	November	27	Wednesday	12:50 p.m. Thanksgiving recess begins
	December	2	Monday	8:00 a.m. Thanksgiving recess ends
	December	12	Thursday	Last day of scheduled classes
	December	13	Friday	Reading Day
	December	14	Saturday	Final Examinations begin
	December	20	Friday	Final Examinations end

1969

January	15	Wednesday	8:00 a.m.-7:00 p.m. Registration for second semester
January	16	Thursday	8:00 a.m. Classes begin
March	7	Friday	Mid-point of second semester
March	8	Saturday	8:00 a.m. Spring holidays begin
March	17	Monday	8:00 a.m. Spring holidays end
April	4	Friday	Classes suspended for Good Friday
May	8	Thursday	Last day of scheduled classes
May	9	Friday	Reading Day
May	10	Saturday	Final Examinations begin
May	16	Friday	Final Examinations end
May	18	Sunday	Baccalaureate Service Commencement Convocation

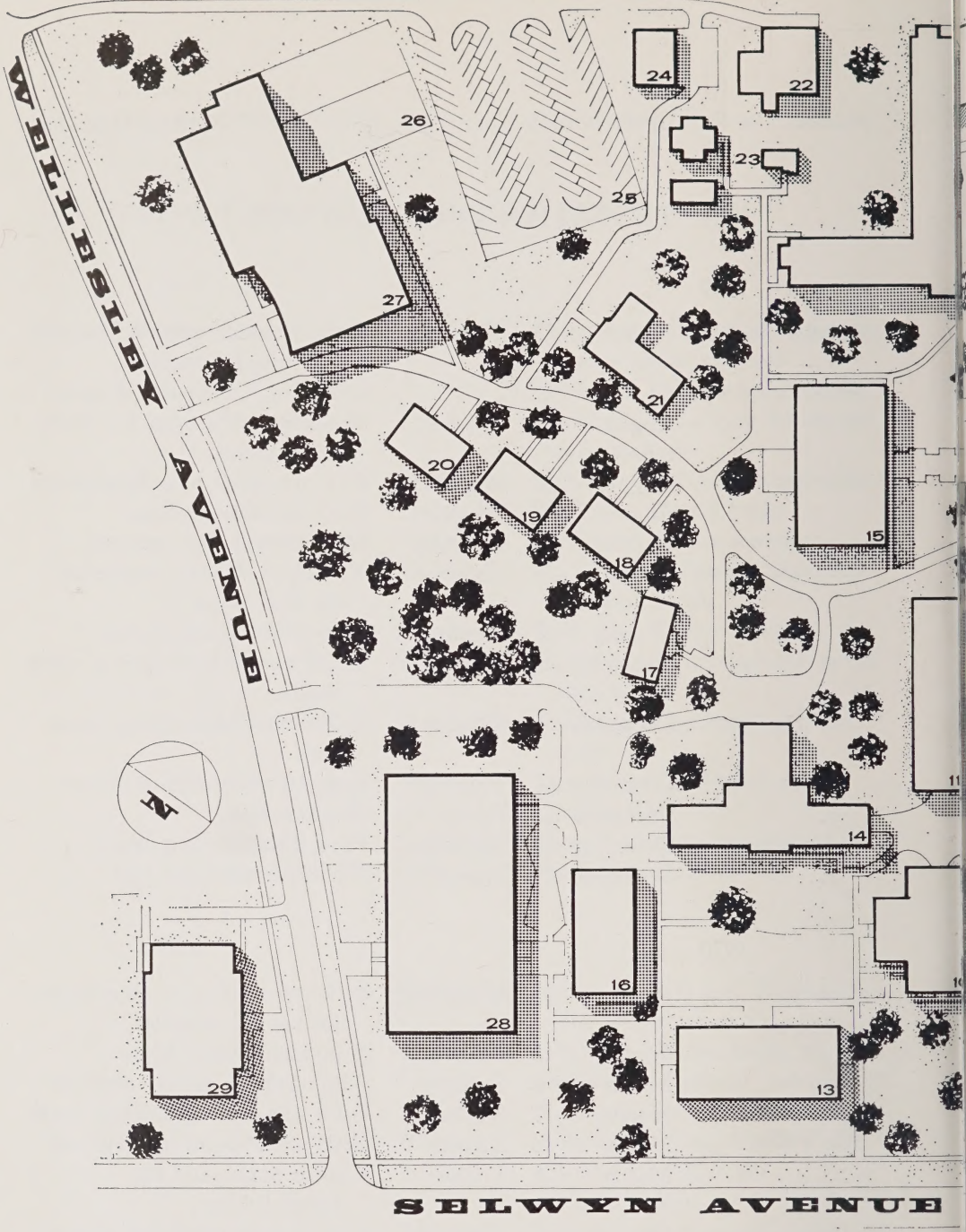
TENTATIVE CALENDAR FOR 1969-1970

1969

Regular Session	August	25	Monday	Residence halls open to freshmen and transfer students 6:00 p.m. Orientation Program
	August	26	Tuesday	Residence halls open for returning students
	August	27	Wednesday	8:00 a.m.-6:00 p.m. Registration
	August	28	Thursday	8:00 a.m. Classes begin
	October	16	Thursday	Mid-point of first semester
	October	23	Thursday	12:50 p.m. Classes suspended for Fall Break
	October	27	Monday	8:00 a.m. Classes resume
	November	26	Wednesday	12:50 p.m. Thanksgiving recess begins
	December	1	Monday	8:00 a.m. Thanksgiving recess ends
	December	11	Thursday	Last day of scheduled classes
	December	12	Friday	Reading Day
	December	13	Saturday	Final Examinations begin
	December	19	Friday	Final Examinations end

1970

January	14	Wednesday	8:00 a.m.-7:00 p.m. Registration for second semester
January	15	Thursday	8:00 a.m. Classes begin
March	6	Friday	Mid-point of second semester
March	7	Saturday	8:00 a.m. Spring holidays begin
March	16	Monday	8:00 a.m. Spring holidays end
March	27	Friday	Classes suspended for Good Friday
May	7	Thursday	Last day of scheduled classes
May	8	Friday	Reading Day
May	9	Saturday	Final Examinations begin
May	15	Friday	Final Examinations end
May	17	Sunday	Baccalaureate Service Commencement Convocation



QUEENS COLLEGE

CHARLOTTE NORTH CAROLINA

Seven residences adjacent to the campus are not shown on this map.

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APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type) CHARLOTTE, NORTH CAROLINA 28207

For session beginning _____ as

☐ Resident student
☐ Commuting student

Do not fill in this space

I. P.	Wd.	Act.	A. F.	No.

Name _____
(Last) (First) (Middle)

Address _____
(Street or rural route) (City) (State) (Zip Code)

Telephone _____ Date of birth _____

Name of high school _____ Month and year of graduation _____

*Guidance Director _____ School address _____

Schools attended since high school graduation (include dates) _____

_____

Father's name _____
(If deceased, so indicate)

Mother's name _____
(If deceased, so indicate) (over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning _____ as Date _____

☐ Resident student ☐ Commuting student

Name of applicant _____

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. Enclosed is the application fee of fifteen dollars ($15) which I understand is a non-refundable service charge.

Signature of parent or guardian _____
(or applicant if not a dependent)

Home address _____
(Street)

_____
(City) (State) (Zip Code)

Position and business address _____

Make checks payable to Queens College. Mail application to the Director of Admissions, Queens College, Charlotte, North Carolina 28207. (over)

Are you applying for admission under the Early Decision Plan?_____
(Check catalogue for requirements for Early Decision)

Do you need financial assistance in order to attend Queens?_____

Do you wish to apply for a scholarship?_____ A loan?_____

Name of church you attend_____ Are you a member?_____

*Minister's name_____

Address of church_____
(Street, City, State)

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board?_____ The Achievement Tests?_____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis?_____

Name of husband (if married)_____

**Recommendations will be requested from persons whose names are so noted.*

QUEENS COLLEGE

CHARLOTTE, NORTH CAROLINA

CATALOGUE SUPPLEMENT, APRIL 1969

Curriculum Revision

Recent action of the faculty in revising the curriculum at Queens College makes it necessary to revise the current catalogue. Please substitute the following material for pages 39 through 46 in the 1968-69 Queens College Bulletin. The changes will go into effect in the fall of 1969.

While the particular revisions in the Degree Requirements and Academic Regulations will be of interest to all students, significant changes for freshmen are:

1. The Basic Requirements on pages 39 and 40 in the current catalogue have been reduced from up to 66 semester hours to only 35 to 47 semester hours and are now called the Distribution Requirements. p. 3

2. A student may take as many courses in her field of concentration (major) as she chooses if she meets the other degree requirements for graduation. p. 3

3. A Queens freshman has the option of taking four courses (13 semester hours) or five courses (16 semester hours) and still being considered a full-time degree candidate. p. 4

4. Freshman English will become Concepts in Communication 101-102 (an 8-semester-hour course) and will be conducted on a Pass/ No Record basis. Although this course will continue to stress reading and writing, the Reading Laboratory (meeting one hour twice a week) will consider communication problems in all college disciplines while the Writing Laboratory (small seminars of about 12, meeting two hours once a week) will deal with analysis and criticism of student essays. p. 3

5. If a student does not qualify to take an intermediate language course after two years of one foreign language in high school, she may take the beginning course in that language at Queens and receive full credit. p. 3

6. During her junior and senior years, a student may enroll in one elective course per semester on an ungraded basis (Pass/No Record). If she passes the course, she receives credit for the regular number of semester hours with a grade of P (Pass). If she withdraws before the end of the semester or does not pass the course, she receives no credit and no grade. p. 5

DEGREE REQUIREMENTS

Degree Programs

Queens College offers two degree programs: the bachelor of arts and the bachelor of music. Areas of concentration for the former include art, biochemistry, biology, chemistry, economics, French, German, history, Latin-American studies, literature, mathematics, music, philosophy, physics, political science, psychology, religion, Russian studies, sociology, and Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification.

The bachelor of music degree offers concentration in applied music (piano, organ, strings, or voice) and in music education (for teacher certification) and in piano pedagogy.

Degree Requirements

The requirement for graduation is a minimum of 120 semester hours in academic courses with a cumulative quality point average of 1.000 in all work taken at Queens College and in all work in the major field of concentration, plus a minimum of four credit hours in physical education. At least 42 semester hours must be in courses of the 300 level or higher. Every degree candidate must complete at least 30 hours of her academic program at Queens College, and must be in attendance at the college during the last two regular semesters prior to the date of her graduation.

Though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree.

Educational Program

The educational program leading to a degree is composed of four interrelated parts: a field of concentration; a program of distributed requirements; a program of elective hours; and a program of physical education.

Field of Concentration

The purpose of a field of concentration is twofold: to give the student the opportunity to go far enough into a field to achieve some mastery of it; and to enable her to acquire knowledge, skills, and attitudes which may help make her effective in her vocation. By the end of the sophomore year each student will select a field of concentration. For some fields it is best to begin work during the freshman year, while for others it is possible or recommended to start as a sophomore. For the pattern of concentration in each field, see the departmental listings.

Distributed Requirements

The distributed requirements, totaling 35 to 47 hours, assist the student in developing a program of study which will be widely representative of liberal arts studies. With few exceptions these courses may be taken at any time during the student's residence.

Group		Semester Hours
I.	Concepts in Communication: During the freshman year	8
*II.	French, German, Russian, Spanish, or other foreign language: Basic proficiency in any one equivalent to 202 level	0 to 12
**III.	History, Philosophy, Religion From any 2	6
IV.	Physics, Chemistry, Biology, Mathematics: From any 3	9
V.	Economics, Political Science, Psychology, Sociology: From any 2	6
VI.	Art, Music, Literature (in English or in a foreign language): From any 2	6

Bachelor of Arts

A major concentration for the bachelor of arts degree shall consist of no fewer than 30 semester hours; and no more than 40 hours in the major department shall be required for the concentration. A student may, however, at her own initiative take more than 40 hours in the department of her major. Specific requirements in areas of concentration are stated in each department heading in the course descriptions.

Bachelor of Music

In the bachelor of music program, the concentration consists of no less than 73 hours in music under the applied music concentration; no less than 70 hours in music under the piano pedagogy concentration; under the music education concentration at least 50 semester hours are in music and enough additional work in applied music to fulfill the requirements of both a major and a minor performance area. Specific details of these requirements are found in the department of music course listings.

*Not required of candidates for the bachelor of music degree in music education.

**Candidates for the bachelor of music degree in music education must take the 6 hours in history.

Elective Hours

In consultation with her faculty advisor the student chooses elective hours to complete the hours required for graduation. Electives give an opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford an opportunity to study in fields which directly support the program of concentration.

Physical Education

All candidates for the bachelor of arts and bachelor of music degrees must complete four credit hours in physical education with a grade of S (satisfactory). One credit hour is given for each semester of participation. These four courses must be taken by the end of the junior year.

Students requesting exemption from physical education activities for medical reasons must make such requests through the college physician. Chronic conditions which would warrant exemption are to be noted on the student's annual medical examination forms for review by the college physician.

ACADEMIC REGULATIONS

Registration

Students are expected to register for course work at the time specified each semester. Registration after the scheduled time subjects the student to a $15 fee. No registrations are permitted after the first week of classes.

A student may change her registration prior to the Friday of the first week of classes. Any change thereafter is considered a withdrawal. The class-change fee is $3 for each class dropped, as well as for each class added.

Semester Load

A semester hour represents one hour of recitation or lecture or two or more hours of laboratory or studio per week for one semester.

The normal student load for freshmen is from 13 to 17 semester hours. Some entering students may find it advisable to take fewer hours during the first year and should consult the advisor.

The normal student load for upperclassmen is 15 semester hours. Under certain circumstances the dean of the college may allow a program of as few as 12 hours. Any student wishing to take more than the 17 hour maximum must obtain permission from the dean of the college.

Grades and Quality Points

Graduation requirements are based on both the quantity and quality of the student's work. Queens uses the following system of grades and quality point value per semester hour:

Grade	Interpretation	Quality Point Value
A	Superior	3
B	Good	2
C	Satisfactory	1
D	Poor	0
F	Failing	-1
WF	Withdrew Failing	-1
WP	Withdrew Passing	no effect on quality points
E	Conditional Failure	becomes D or F after reexamination
I	Incomplete Work	may become A to F upon completion

Grades in physical education are S (satisfactory) or U (unsatisfactory).

A grade of E or I automatically becomes F if the student fails to take or pass a reexamination or fails to make up incomplete work satisfactorily. These grades must be removed by the end of the first full week of regular classes of the next semester.

Grade reports are sent to parents or guardians at the end of each semester. Mid-semester reports are issued to indicate special difficulties in course work. Only semester grades are permanently recorded.

Pass/No Record Courses

During the junior and senior years a student may enroll on an ungraded basis (Pass/No Record) in one course each semester. The course is selected at the time of registration. It must be outside the student's area of concentration and taken as an elective. The student is to meet all the regular requirements of the course. If the student passes the course, she receives credit for the regular number of semester hours with a grade of P (Pass). There is no effect on the quality point average.

Class Standing

Students following a degree program and carrying the required semester load are granted class standing according to their semester hours and quality points.

	Minimum Semester Hours	Minimum Quality Points
Sophomore	24	18
Junior	54	48
Senior	90	84

Students who are non-resident and who are carrying fewer than 12 semester hours are ranked as part time.

Non-resident students who have not advanced to the next class standing and who are carrying fewer than 12 semester hours are ranked as special.

Academic Standards

While Queens makes every effort to encourage students and to assist those in difficulty, it is unfair to the student and to the college to retain anyone who fails to make reasonable progress.

Eligibility to Continue

To remain at Queens a student must pass 18 semester hours of work during a session with a quality point average as follows: .500 to return the second year; .800 to return the third year; and .900 to return the fourth year. The Student Qualifications Committee reviews each case of academic difficulty and determines the student's eligibility status.

Probation

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. If she does not show improvement and fails to meet the scholastic standard, she may be asked to withdraw from the college.

Eligibility to Represent the College

Students who maintain a quality point average of 1.000 or more the preceding semester are eligible to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester.

Eligibility is also dependent upon fulfillment of attendance requirements. Students on probation are not eligible to represent the college.

Attendance Policies

Class attendance policies are set by the individual faculty member for his own courses. Each faculty member announces the policy he intends to apply in each particular course.

All students attend certain all-campus programs. A maximum of five absences from these programs is allowed each semester. (The program of required attendance at all-college events is under examination and a new policy statement will be included in the next catalogue.)

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

Examinations

The student's work is evaluated periodically. At the end of the semester, evaluations--normally by written examination--are made in all courses. Final written examinations are normally between two and three hours long. The schedule for final examinations is established by the registrar. Permission to change an examination schedule or to make up an examination must be granted by the dean of the college.

Withdrawal from a Course

A student must obtain permission from the dean of the college to discontinue a course. If she withdraws following the first class after mid-term, she will receive an F in the course. Prior to this time she may receive a grade of WP (withdrawn passing) or WF (withdrawn failing), depending on her course average at withdrawal.

Withdrawal from the College

A student wishing to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain good standing. Grades are recorded WP if the work has been passed up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If the student does not obtain permission to withdraw, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Auditing Courses

A regular student carrying a load of 15 semester hours for credit and with a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

Graduate Record Examination

The Graduate Record Examination notice has been removed. The Educational Testing Service is discontinuing the institutional program and making available a program more directly related to instructional activities on a particular campus. The faculty has not had the opportunity to review the program or to decide on its merit for this college's participation.

Transfer of Summer School Credits

Transfer to Queens College of credits earned in summer sessions at other accredited colleges or universities will be approved when the courses taken are comparable to courses offered at Queens. Responsibility for insuring that the courses are comparable rests with the student. Faculty advisors and the dean of the college are available for consultation on the planning of summer work.

Approved summer courses taken at other institutions and carrying a grade of C or higher may be counted toward the 120 semester hours required for graduation. In calculating a student's quality point average for graduation, only the semester hours and quality points earned at Queens are counted. All summer work in the field of concentration must be approved in advance by the department head or the dean of the college.

COURSES OF INSTRUCTION

Departmental Listing

The following pages list the courses of instruction offered at Queens College. Departmental listings contain general information concerning the department and the requirements for concentration in that field. These requirements should be carefully noted when deciding on an area of concentration.

Course Numbers

Course numbers are intended to indicate the level of difficulty of the course. Courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors.

Courses at the 100 level are ordinarily not open to seniors.

Hyphenated numbers (e.g. 101-102) designate two-term courses for which credit is not granted until the second term has been completed.

Double numbers separated by a comma (e.g. 301, 302) indicate that the completion of both courses forms a desirable unit but credit may be received for one without the other. Occasionally the first course is a prerequisite to the second.

Semester Hours Credit

Semester hours of credit are noted with the course description. Unless otherwise indicated, a course carrying three semester hours of credit meets for three 50-minute periods (or for two 70-minute periods) per week; a course carrying two semester hours of credit meets for two 50-minute periods per week.